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ABSTRACT

The purpose of this paper is to examine substate linkages between business, labor, and vocational education in Florida. Information for the paper was gathered by reviewing the activities of the Regional Coordinating Councils for Vocational, Adult and Community Education, the Private Industry Councils, the regional consortia, and organized labor. In addition, a literature search was conducted, and the report lists and reviews significant linkage-related publications including reports of related Florida studies conducted over the past few years. This is followed by descriptions of current state-level vehicles for linkage programs and substate-level linkage activities. The state-level vehicles include ACCESS (the state's education clearinghouse for economic development); the Division of Vocational, Adult, and Community Education; the Florida Council on Vocational Education; the Florida Education and Industry Coalition; the Florida High Technology and Industry Council; the Industry Services Training Program and Advisory Council; the Job Training Partnership Act; the Southern Technology Applications Center; the Sunshine Skills Act; and the Trust Fund for Postsecondary Cooperation. Substate linkage activities are described for Regional Coordinating Councils, Private Industry Councils, regional education-industry consortia, and organized labor. As a result of the study, the Florida Council on Vocational Education made the following recommendations: (1) to strengthen the industrial representation component on the Regional Coordinating Councils, (2) to strengthen the involvement of labor and apprenticeship in vocational education, and (3) to increase regional coordination of vocational education and training activities and related organizations. Appendices include a Regional Coordinating Council linkages survey form, maps showing planning regions, service delivery areas, and regional consortia areas, and a questionnaire on labor's linkages to vocational education. (KC)

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JOINT VENTURES

THE INDUSTRY-LABOR-EDUCATION CONNECTION

Florida Council on Vocational Education
Tallahassee, Florida

January, 1987

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joint ventures

The Industry-Labor-Education Connection

Florida Council on Vocational Education
Tallahassee, Florida
January 1987

JOINT VENTURES

The Industry-Labor-Education Connection

Executive Summary

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Executive Summary

The purpose of this paper is to examine substate linkages between business, labor and vocational education. To carry out this purpose, the activities of three substate organizations were reviewed. These organizations included the Regional Coordinating Councils for Vocational, Adult and Community Education (hereafter referred to simply as Regional Coordinating Councils), the Private Industry Councils and the regional consortia. In addition, information was obtained about the role of organized Labor in these organizations.

As a result of the substate linkage examination, the Florida Council on Vocational Education makes the following recommendations:

1. Strengthen the industrial representation component on the Regional Coordinating Councils.

    a. Recommend that industry representation be required on the Council membership.

    b. Provide industrial composition data for the regions.

2. Strengthen the involvement of Labor and apprenticeship in vocational education.

    a. Labor and apprenticeship should be represented on Regional Coordinating Councils.

    b. One of the labor appointees on the Florida Council on Vocational Education should have direct involvement with apprenticeship training.

    c. Apprenticeship should be represented on Private Industry Councils.

    d. Develop, at the state level, a handbook of the role of Labor and apprenticeship on the Private Industry Councils and the Regional Coordinating Councils and provide annual technical assistance seminars to Labor and apprenticeship representatives.

    e. Remove the statutory provision that in-kind contributions be counted as fee waivers.

3. Increase regional coordination of vocational education and training activities and related organizations.

a. Establish a permanent state-level industry-education Linkage Operations Committee with members representing the pertinent state programs.

b. Simplify employer access to vocational education and training information and services.

c. Provide employers and industrial prospects with information about vocational education programs and facilities.

d. Coordinate training needs assessment.

e. Establish a central source for information on linkage programs.

f. Provide training-related organizations with standardized and up-to-date economic development and labor market information.

I. INTRODUCTION

A. Issues and Concerns

The issue of adequate and effective linkages between the public vocational education system and the business/industry and labor sectors has been a persistent topic of discussion and concern. In public hearings held by the Florida Council on Vocational Education in 1986, linkage issues continued to arise. The comments received at these public hearings may be grouped into three main themes of concern:

1. Communication

Public comments suggested that information on successful linkages should be publicized. It was also felt that more information should be provided to industry and labor on how resources for vocational education are used. More frequent interactions between education and industry were encouraged, including increased dialogue between vocational educators and industry supervisors. A liaison/placement position at each school offering vocational education was also suggested.

2. Representation

Comments were received that small business and labor are under-represented on linkage groups. Some felt better coordination should occur with local chambers of commerce. Concern was expressed over the underuse and effectiveness of local vocational program advisory committees.

3. Activities

It was felt that employers should be more involved in the design of training programs, especially for entry level jobs. Joint business and education projects were suggested.

B. Scope of the Paper

Not only has the issue of business-education linkages been persistently present, it has also been the subject of numerous studies and reports. This paper will build upon the findings of previous studies, and seek to 1) respond to the concerns expressed at the public hearings held by the Council, 2) examine areas not addressed by previous reports, and 3) identify specific efforts that can be recommended to improve business, labor, and education linkages.

A relevant consideration in the determination of the scope of this paper is the question of why the concern about linkages continues to arise on a regular basis. In the 1984 report of the Council entitled, "Business, Industry and Labor Perceptions of State-Sponsored Linkages," an extensive survey of 187 business, industry and labor members of 19 state-level advisory groups

revealed that while some improvements are needed, eighty-eight percent (88%) of the respondents rated overall business, industry and labor linkages with the state as very or moderately effective.

Since effectiveness of linkages at the state level received good marks, the next logical step is to examine linkages at the substate level. This paper will therefore report on an examination of substate level linkages in three significant substate organizations involved with business, industry, labor and vocational education. These groups are the Regional Coordinating Councils, the Private Industry Councils, and the regional consortia. In addition, the paper will specifically examine organized Labor's role in substate linkage activities. Areas to be addressed by this paper include 1) the degree of representation of business, industry and labor in the three groups, and 2) the identification of specific efforts designed to help improve linkages.

C. Review of the Literature

1. Purpose

The topic of vocational education linkages with business, industry and labor is a popular one that has been subject to many studies and reports. This section will review significant relevant documents to set the context for this paper including a review of previous State investigations. In addition, there will be an examination of linkage activities nationally and in other states to help identify what parameters to look for in our current linkage activities in Florida, and to discover ideas that could be of value to Florida.

2. Florida's Commitment

In 1982, the Master Plan for Florida Postsecondary Education was produced (Florida Postsecondary Education Planning Commission, November 1982) and this plan has subsequently had a major influence on postsecondary education programs and legislation. A number of the recommendations in the master plan directly relate to the subject of vocational education linkages with business, industry and labor. Recommendations include the addition of business and industry officials to the Regional Coordinating Councils (number 25, page 51); establishment of regional agents or brokers in each of the five regions with responsibilities for supporting economic development and increasing cooperation with business and industry (number 48, page 60); a clearinghouse for information on postsecondary education programs of value to the state's economic development (number 53, page 62); maintenance and strengthening of the local advisory councils (number 54, page 62); strong support for and expansion of the Industry Services Training Program (number 56,

page 63); and expansion of the cooperative education program (number 63, page 65). The adoption of this master plan is indicative of the state's commitment to strong linkages between vocational education and business, industry and labor.

3. Related Florida Studies

Over the past few years there have been a number of state-level studies and reports that have, in whole or in part, addressed the issue of vocational education linkages with business, labor and industry. In 1981, the Florida State Advisory Council on Vocational and Technical Education (Schultz and Stronge, August 1981) sponsored "A Study of Vocational Education as Viewed by Business and Industry." The key finding of this study was that the "degree of involvement by employers is the critical determinant of their evaluation of public vocational education" (page 74). The authors note that this finding "provides strong support for the advisory committee system and, more generally, for greater involvement by business and industry in public vocational education" (page 74).

The 1983 Legislature directed the Postsecondary Education Planning Commission to conduct a study of postsecondary vocational education programs in Florida. The report on this study (Postsecondary Education Planning Commission, February 1984) included a section on linkages between education and business and industry containing seven recommendations for improving linkages. Recommendations include promoting close linkages between the work place and vocational education; using Regional Coordinating Councils to establish linkages; encouraging cooperative approaches with grants from the Postsecondary Education Cooperation Trust Fund; supporting successful regional education-industry consortia; and using employer satisfaction information in the program review process (page 24).

The report entitled, "Business, Industry and Labor Perceptions of State-Sponsored Linkages" (Florida State Advisory Council on Vocational and Technical Education, November 1984), surveyed 207 business, labor and industry representatives serving on nineteen different state-level councils related to vocational education. Although findings revealed a need to improve communications between the advisory councils and the agencies they serve, and to improve the adequacy of labor representation, 88% of the respondents rated linkages as very or moderately effective with only 7% rating them ineffective (page 17). The report recommended expanding opportunities for business, industry, and labor representatives to assist state agencies; publicizing the participation and work contributions of advisory group members; and increasing efforts to keep advisory groups informed about actions which have been taken in response to their recommendations (page 18).

In 1986, a major report, "Florida's Vocational Education System: Toward the Year 2000," was published (Florida Commission on Vocational Education, 1986). This report contains a series of recommendations, some of which relate to the subject of linkages with business, industry and labor. The Commission (which had a number of its members from business, industry and labor) found that there are an estimated 3,000 business and industry advisory committees with some 22,000 individuals serving on them. It also found, however, that much of this assistance "is not used to the fullest extent as a tool to link education and the world of work" (page 43). The report suggested that advisory committees can be used to assess occupational needs, recruit students, evaluate curricula and instructor competencies, place students, provide cooperative work experience for students, evaluate equipment and facilities, identify community resources and foster public relations. It was felt that the primary role of advisory committees is to keep vocational programs meaningful to students and relevant to rapid changes in industry (page 43). The Commission also recommended that incentives be provided that would "encourage vocational teachers to engage in part-time or summer employment, business/industry/labor sponsored upgrade programs and other approved activities to keep up-to-date in the occupation being taught" (page 45); that the cooperation and assistance of business, industry and government be enlisted in designing and implementing career education programs (page 56); and that linkages and working relationships with the statewide apprenticeship program be strengthened (pages 62 and 63).

Each year a state accountability report for vocational education is prepared and one of the sections of this report must describe the "activities undertaken to assess and strengthen cooperation between business and industry and vocational education, including the process used to identify employer needs" (Florida Statute Section 229.558). The 1985 accountability report (Division of Vocational, Adult and Community Education, March 1986) contains a long list of activities typifying business and industry involvement with vocational education.

4. General Observations on Linkages

Barnard (1983) looked at seven major employment and training systems that operate independently of each other and argues for the essential need for cooperation among these systems. She cites five major principles that should be incorporated into cooperative programs: 1) reduce competition and encourage cooperation; 2) ensure training quality and relevance; 3) make training accessible and available, 4) increase the efficiency of the training and 5) ensure the presence of ongoing planning and evaluation.

The National Governors' Association sponsored a state employment, training and economic development linkage project

and produced a report entitled "Barriers and Opportunities for Linking Programs and Policies" (Carlson, September 1985). The report focused primarily on linkages between Private Industry Councils and economic development but its findings also have some relevancy for vocational education. The report lists a series of tools for program coordination between training and economic development systems. These tools include common planning and service boundaries; advisory or policy structures with training and economic development representation; organizational mechanisms for joint planning and conflict resolution; set-asides for joint projects; cost sharing arrangements; co-location of staff; and outstationing of staffing between projects or offices (pages 16-18).

The Committee on Vocational Education and Economic Development in Depressed Areas, of the National Research Council, in Education for Tomorrow's Jobs (Sherman, 1983) provides a substantial amount of information about linkages. It concludes that "education and training are improved by collaboration with private-sector employers in four ways. First, with aid from the private sector, schools can gain access to better, up-to-date equipment and can then modify their curricula accordingly in order to train students in up-to-date job skills. Second, through collaboration and the sharing of information, schools can prepare students for jobs that are likely to be available when the students graduate. Third, students who have contact with employers through their school programs are likely to develop positive work habits and may find it easier to get jobs once they graduate. Fourth, through their supervised work experiences, students establish an employment record that may help them get jobs" (page 69).

The Committee makes recommendations on collaboration in two broad areas. The first area of recommendation is collaboration with employers. It describes a series of incentives for encouraging closer cooperation. For example, incentives could include bonuses to teachers for establishing links with private-sector employers, and awarding internships in business. Tax incentives to employers are also suggested for donating equipment to schools and lending personnel to teach or help support vocational education teachers in the schools (pages 71 and 72). The second area of recommendation is coordination of vocational education and employment training. The Committee supports the maximum feasible overlap in membership on local vocational education councils and private industry councils to ensure better coordination with JTPA programs. This coordination should not be to construct a monolithic education system, but rather to ensure the existence of an appropriate array of schools and training centers with different approaches necessary to meet the educational and training objectives of a diverse population (page 72).

The publication, The High-Technology Connection: Academic/Industrial Cooperation for Economic Growth, (Johnson, 1984) presents eight major mechanisms for academic/industrial cooperation for the development of human resources. These mechanisms are 1) professional and technical degree programs, 2) business/industry advisory committees, 3) cooperative education, 4) continuing education courses, 5) extended degree programs, 6) nontraditional credit programs, 7) industrial adjunct faculty, and 8) cooperative planning and program councils (pages 74-77).

5. Educational Institutions

General Approaches: Several publications describe general approaches to establishing effective partnerships between vocational education and business, industry and labor. In "Next Steps in Public-Private Partnerships" (Hemmings, 1984), the following eight steps in building partnerships are described: 1) review the community's context, 2) define a specific issue, 3) organize a local team, 4) determine whether a new vehicle is needed or an existing mechanism is acceptable, 5) analyze the issue, 6) identify options, 7) negotiate agreement, and 8) implement the plan and follow through.

The 1984 Yearbook of the American Vocational Association was devoted to the topic "Collaboration: Vocational Education and the Private Sector" (American Vocational Association, Inc., 1984) The yearbook contains a series of twenty-four papers on the theme of collaboration. The first set of papers deals with the foundation of collaboration looking at subjects such as the nature of work, jobs with a future and the mission of vocational education. The second set of papers provides descriptions and case histories of collaborative programs. The last set of two papers deals with collaboration in the future.

Activities carried out in Saskatchewan led to the identification of thirty-eight partnership strategies for cooperation between technical institutions and industry (Scharf, 1985). These strategies are presented in four categories: 1) symbolic partnership strategies intended to change the way industry and society as a whole perceive the technical institutes; 2) structural partnership strategies that are designed to increase productivity; 3) resource partnership strategies that focus on more effective utilization of staff; and 4) program development and delivery partnership strategies that are meant to increase responsiveness in the creation of programs and improve the flexibility of program delivery. Implementation information is included for each strategy and there are also strategies for change presented.

Three publications were identified that contain descriptions of existing linkage programs throughout the country. "Proven Partners: Business, Labor and Community Colleges" (Parnell,

1982), provides brief descriptions of cooperative arrangements involving thirty-eight community colleges in twenty-three states. Descriptions include the nature of the program; problems to be addressed; types of courses and training provided; the source of instructional staff; materials; support services; and company contributions.

The Guide to Campus-Business Linkage Programs: Programs and Business Prospering Together (Fenwick, 1986) contains a directory of campus-business linkages. Each program description contains the name of the business and campus, the title of the program, company and campus contacts, program description/objectives, when initiated, program length, location, participants, program costs and materials.

The Private Sector Youth Connection (Schilit, 1982) is a manual with profiles of fifty-five school-business cooperative programs being carried out in the United States for the purpose of improving access to employment for high school students, particularly minorities and the economically disadvantaged. Each chapter is devoted to a particular type of cooperative program and presents several examples of such ventures. Types of programs include classes in business and industry, public-private initiatives to create new schools, curriculum revitalization, teacher internships, "adopt-a-school" programs, work-study programs, summer youth employment and career exploration.

State-Specific Examples: One of the areas several states have developed strong linkage programs in is supporting economic development. Michigan (Delta College University Center, 1984) has developed a booklet that highlights the role of the state's community colleges in meeting the state's economic development and job training needs. The eleven-page booklet contains descriptions of each of the community colleges, their programs and students; how specific training and education needs of business and industry can be met; and the role played by the colleges in upgrading skills, retraining displaced workers, planning courses and programs to meet current and future needs of the state's economy, and cooperative efforts with local economic development councils, chambers of commerce, and small business associations.

In The Progress of Partners (Burger, 1984) the network of business centers or economic development offices operated by each of the thirty-nine community colleges in Illinois is described. The primary purpose of the centers is to coordinate customized job training programs for new and existing business and industry, tailor-made to meet the businesses' specific needs. Another key activity is to provide assistance to businesses through workshops, seminars, and in some cases direct consultation on various topics of interest related to operating a business. The business centers are financed by a $2.7 million state

appropriation, which is supplemented by over $5 million from the community colleges in the form of revenues from training and services, state grants, donations from private business, and contributions from the regular community college budget.

California has developed an innovative approach to help workers retool their skills in a changing economy (Duscha, 1984). The state established an Employment Training Panel (ETP) for the purpose of helping workers learn the new skills needed to keep California's diverse economy productive. The seven-member panel is appointed by the Governor and leaders of the state legislature. The panel provides funds for training programs by transferring a small portion of the state's Unemployment Insurance Fund to finance retraining programs that help existing, new, and expanding businesses prosper and put the unemployed to work to prevent further unemployment. Because federal law prohibits the direct use of unemployment insurance funds for training, the state reduced the unemployment insurance tax and imposed a new state tax for the same amount on the same employers. No training is supported until the employers who will hire those completing the training are identified and consulted about the adequacy of the training and agree to participate in the program. No job for the workers means no pay for the trainers.

Cooperative programs for a specific occupational area have been developed in many states. Two examples are provided here. In Illinois four area industries and associations worked with a community college to establish a Computer-Aided Design and Drafting/Computer-Aided Machining (CADD/CAM) program to benefit industries in the surrounding area (Kimmey, 1985). In southwestern Connecticut educators and business leaders worked together to develop an intensive, competency-based business course to provide high school students with the skills to fill entry-level administrative support positions (Cooperative Educational Services, 1985). The project included student recruitment activities, curriculum development and a certificate of achievement accepted by area employers.

In another area of linkage, the Thomas Nelson Community College in Virginia has a Funds for Excellence program that offers teachers the opportunity to take time off to enter of re-enter business and industry to update their skills and knowledge; to update and enhance occupational/technical curricula and courses; and to improve communication between area businesses and the college.

6. Job Training Partnership Act (JTPA) Programs

As its name states, the Job Training Partnership Act is based upon employment and training partnerships with the private sector. In most cases, public vocational education programs

participate in this partnership in the JTPA service delivery areas. The National Alliance of Business developed the "Business/Education Cooperation Information Packet" (National Alliance of Business, Inc., 1984) to meet the informational needs of both business leaders and educators who wish to develop mutually beneficial cooperative ventures. The packet contains a series of three reports on 1) linkages, 2) the roles of educational institutions in JTPA, and 3) an overview of JTPA.

The National Alliance of Business also sponsored a study (Brady, 1984) on "Partnerships in the New Employment and Training System." This study examined the level and type of integration and coordination that exist locally. Educational institutions were found to be used primarily for the provision of skill training. Almost one-third of the service delivery areas under JTPA had developed agreements with local economic development organizations.

A third National Alliance of Business publication, "The Job Training Partnership Act: Employment and Training Programs that Work," (National Alliance of Business, Inc., 1985) contains examples of a number of different ways in which companies can support or utilize the JTPA job training system. Eleven programs are described that used JTPA funds to train disadvantaged or dislocated workers.

An example of a specific cooperative program is described in "A Local Industry Solves it Training Needs: A Cooperative Training Venture that Works" (Cantor, 1985). The Maritime Trades Program is a cooperative training program that was established through the joint efforts of 14 shipyards in Virginia. The program operates in accordance with JTPA rules and regulations and enjoys a 95% placement rate for program completers.

The Pennsylvania State Department of Education has developed an "industry/education coordinator" position (Intermediate Education Agency, 1984) to participate in the coordination of communication between private industry/business and education related to JTPA activities.

7. Labor

Labor unions are closely involved with occupational proficiency and have much to offer in the planning and design of vocational programs. "A Guide to Linkages between Vocational Education and Organized Labor in the United States" (Norton, 1984) provides descriptions of twenty-four types of successful linkage activities between vocational education personnel and labor unions with selected examples of implementation. There are also descriptions of twenty-one exemplary and innovative linkage programs.

Apprenticeship is a major avenue for labor-education linkages. The paper, "Apprenticeship in the United States: Implications for Vocational Education Research and Development" (Glover, 1980) provides a description of the apprenticeship system. It posits that vocational education and apprenticeship can work together in two ways: 1) vocational education can channel well-prepared and well-informed candidates into apprenticeships and 2) public vocational education can serve as a resource for providing the related instruction portion of training in apprenticeship.

In Education for Tomorrow's Jobs (Sherman, 1983) it is recommended that the U.S. Department of Education should work with the Federal Committee on Apprenticeship and the Bureau of Apprenticeship Training to revise the criteria for completion of apprenticeship programs considering attainment of competencies rather than the period of participation in the programs. It is also recommended that these groups take the lead in developing appropriate training curricula and competency tests for apprenticeship programs.

In Florida the Florida AFL-CIO United Labor Agency carried out a three-year Apprenticeship Coordination Project funded through CETA. Although the project took place several years ago, the project director Lightfoot indicated that the findings hold true today. The 1981 project report (Lynch/Lightfoot 1981) described one of the problems for labor representatives on the Private Industry Councils as follows, "Because there are many local unions representing different types of occupations, and there are a variety of occupational training programs conducted by Prime Sponsors, it is not feasible to include on Prime Sponsor Planning Councils a representative from each appropriate labor organization" (page 43). Lightfoot adds today that effective representation from labor would be at least two labor representatives, one from the apprenticeship community and one from the Central Labor Councils representing other occupational areas. In the 1982 report for the Apprenticeship Coordination Project (Lightfoot, 1982) it is pointed out that apprenticeship programs require longevity. The short term nature of CETA (and now JTPA) training make it difficult to involve registered apprenticeship programs through this funding source.

8. Linkage Implementation Resources

There are a number of resources available that describe how to design, plan and carry out linkage activities. A few of these resources are noted here. The Vocational Educators' Handbook for Economic Development (Paul and Carlos, 1981) provides "how-to-do" information and specific strategies for vocational educators who want to become involved in the economic development/job creation process. It is especially designed for the novice business and industry liaison or coordinator. Case studies are also included.

The Guide to Campus-Business Linkage Programs (Fenwick, 1986) outlines in detail the steps and activities needed to set up an effective campus-business linkage (CBL) office. The American Association for Vocational Instructional Materials offers "The Linker's Tool Kit." The kit consists of three modules on 1) developing a linkage plan, 2) establishing linkages, and 3) providing customized training.

A handbook, Business, Industry and Labor Input in Vocational Education Personnel Development (Warmbrod, 1980), is designed to help staff development entities involve business, industry and labor in the professional development of vocational educators. A series of strategies are described in detail. Another area of particular interest for linkages is the local advisory council. The Oregon State Advisory Council for Career and Vocational Education (1984) has produced "Helping Shape Tomorrow's Work Force. A Reference Manual for Occupational Advisory Committees" as a resource in this regard. One of the sections is devoted to advisory committees as advocates for strong business and labor partnerships with education.

The March 1986 Report of the Governor's Business Advisory Council on Education contains an excellent list of implementation manuals in appendixes A and B.

II. CURRENT CONDITIONS IN FLORIDA

The purpose of this part is to examine the types of linkage activities going on in the State and to analyze these activities to determine areas of achievement and areas of need.

This part consists of three sections. The first section briefly describes some of the current state-level linkage resources. The descriptions of these linkage resources are not provided in detail since this paper focuses on substate-level linkages. In addition, the Florida Education and Industry Coalition has recently (June 1986) published a directory of state-level linkage programs under the title, "Guide to Programs in Florida Which Link Higher Education With Economic Development." This section on state-level resources is included here primarily to provide background information on state linkage activities that support and provide assistance to substate linkage program operations.

The second section in this part describes substate linkage activities in four areas: 1) Regional Coordinating Councils, 2) Private Industry Councils, 3) regional education and industry consortia, and 4) organized Labor. A description of the methodology used to gather information on substate activities in the above areas is also included.

The third section concludes with an analysis of linkage achievements and needs.

A. State-Level Linkages

There are a number of state-level programs in Florida that are designed to strengthen linkages between business, industry, labor and vocational education. While it is recognized that some of the state-level linkage programs may have been inadvertently omitted here, the ones that are included provide a good example of the scope of state efforts that also influence substate linkage activities.

1. ACCESS

ACCESS is the state's education clearinghouse for economic development. It was initiated in the fall of 1986 and will be a centralized data base and information dissemination center. This clearinghouse was recommended in the Master Plan for Florida Postsecondary Education and is now mandated by Florida Statute 229.52. Its statutory purpose is to provide information on "educational programs of value to the economic development of the state." In addition, the clearinghouse is to provide access to information on "expertise of faculty and staff in public and independent institutions of postsecondary education and data on the quality and number of postsecondary education programs in

areas critical to economic development." ACCESS is located with the Center for Career Development Services.

2. Division of Vocational, Adult and Community Education

There are a number of programs within the Division of Vocational, Adult and Community Education (DVACE) that are designed to promote linkages with labor and the business community. Some of these programs are briefly noted below.

a. Technical Advisory Committees. There are state-level technical advisory committees for each of the major occupational program areas. A major purpose of these committees is to maintain close liaison with industry.

In addition to the state-level technical advisory committees, the Division maintains information on the members of local advisory group members in the DVACE automated management information system. The Division has also produced an organization and function handbook for vocational education advisory committees (August 1982).

b. Competency-Based Education. In a September 1984 paper entitled "Strategies to Assist in the Statewide Implementation of Competency-Based Vocational Education," a number of programs linking to industry are described. Two of these that are particularly relevant to the subject of linkages are noted below.

1) Career Merit Achievement Plan (Career MAP). A Career MAP is a listing of competencies identified by industry experts as those competencies needed by an individual in order to be a productive worker in one or more closely related occupations. Students and their instructors can check off achievement of competencies using the Career MAP and employers can readily see the achievement of skills and knowledge by a prospective employee.

2) Vocational-Technical Education Consortium of States (V-TECS). There are 15 states presently cooperating in the identification of tasks performed by workers in a specific occupational area. Task lists, or occupational inventories, are developed after an intensive study of the occupation and are validated by workers and employers in business and industry. The task lists are used in developing catalogs which contain performance objectives and performance guides.

3) Florida Inservice Vocational Education (FIVE) Plan. Section 231.614 of the Florida Statutes provides that the Department of Education shall develop a master inservice plan for vocational educators that will provide for their professional and technical updating. The law also calls for the involvement of business and industry in the design and delivery of technical updating activities. The first plan was published in July 1986 and includes objectives for the accomplishment of these mandates.

3. Florida Council on Vocational Education (F/COVE)

The Carl Perkins Vocational Education Act of 1984 requires each state receiving federal vocational education funds to have a state Council appointed by the Governor, or in the case of states in which members of the State Board of Education are elected, by such a board. In Florida, council members are appointed by the Cabinet, sitting as the State Board for Vocational Education, as all State Board members are elected. Seven individuals who are representative of the private sector make up a majority of the Council membership. Of these seven, two represent labor organizations, at least one represents small business, and one is also on the State Job Training Coordinating Council. Appointment of members who are also on Private Industry Councils is encouraged. Three of the specified functions of the Council include 1) advising the State Board of Education of and making reports on initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs; 2) submitting recommendations to the State Board of Education which emphasize the use of business concerns and labor organizations in the conduct of vocational education programs; and 3) recommending procedures to the State Board of Education to ensure and enhance the participation of local employers and local labor organizations in the provision of vocational education programs.

4. Florida Education and Industry Coalition

The Coalition was established in 1985 to provide a forum to address existing and emerging issues that relate to linkages between education and economic development in the state and to contribute to shaping public policy as it affects shared concerns of educators and the business community. The Coalition carries out a variety of activities including coordination and communication with regional consortia to enhance effectiveness in bridging postsecondary education and industry needs. It is currently funded through the Trust Fund for Postsecondary Cooperation and is housed with the Florida Chamber of Commerce. The trust fund is also providing support to the Coalition in 1987-8 for piloting an approach to the transfer of emerging technologies such as technical writing and communications technology, computer-aided design, advanced robotics and laser technologies in Florida's postsecondary institutions. The program will consist of two summer workshops to provide the opportunity for faculty from Florida's colleges and universities to exchange information and establish linkages with business and industry experts on new and emerging technologies. The goal of the workshops is to mutually enhance faculty and industry participants' knowledge of state-of-the-art applications of specific technologies, which subsequently will be transmitted to students who will be better prepared for employment in Florida's diverse and growing industries. An industry-matching

contribution in the form of loaned equipment, facilities, instructors, tours, and financial support of at least one-third the cost of each workshop will be required.

5. Florida High Technology and Industry Council

The purpose of this Council is to promote high technology industry development in Florida. Its members consist of high level officials in the public and private sector. It is mandated (F.S. 229.8053) and funded through state legislation. One of the Council's recent activities included funding twenty-two innovative research projects that encourage industry-university partnerships. The state contributed $1.6 million for these projects and this amount was matched equally by participating industries.

6. Industry Services Training Program and Advisory Council

This program is mandated by state law (F.S. 230.66) and was created to promote industrial expansion into and within Florida. The program has funds available to it to start up short-term training programs tailored to the specific needs of an eligible industry. The program works on a cooperative basis between the Division of Vocational, Adult and Community Education and the Division of Economic Development in the Department of Commerce. The program is guided by a Council that consists primarily of private industry representatives.

7. Job Training Partnership Act (JTPA)

This federal law was enacted in 1982 and its purpose is "to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment." A major section of this paper will be devoted to the linkage activities of the Private Industry Councils created through this Act. In addition, there are two significant state-level features of the JTPA program that relate to vocational education.

a. State Job Training Coordinating Council. One-third of the members of this Council are representatives of business and industry. This Council serves as a major advisor to the Governor on the availability and coordination of all job training services in a state, in addition to those services provided through the Act.

b. State Education and Coordination Grants. A section of the Act provides funds specifically for the provision of services to program participants through cooperative agreements with education agencies.

8. Southern Technology Applications Center (STAC)

This center is operated and funded through NASA to assist private businesses in selected areas. Recently, the Postsecondary Education Planning Commission (PEPC) recommended funding for STAC to develop a Faculty Clearinghouse Data Base that contains information on faculty expertise related to engineering, the physical and biological sciences, medicine and agriculture. (This information will be available through ACCESS.)

9. Sunshine Skills Act

This act was passed by the Florida Legislature in 1985. It is designed to bring community colleges together with employers who have specific training needs for employees in new, expanding or diversifying businesses. Competitive grants, which require equal matching support from employers, are made for providing instructional programs. There was $700,000 appropriated and 21 grants were made during the first year of operation. The grants are administered by the State Board of Community Colleges.

10. Trust Fund for Postsecondary Cooperation

The 1983 Florida Legislature (F.S. 240.125) authorized the establishment of this fund for the purpose of rewarding "institutional creativity and initiative in assisting student articulation and in cooperating with local business and industry." Initiatives may include local business-education consortia, apprenticeship or cooperative training of students, and the use of adjunct faculty from industry. The Postsecondary Education Planning Commission (PEPC) recommends proposals for support from the fund to the Commissioner of Education. This fund has been used to support the regional consortia described in a later section of this paper as well as the state coalition and the STAC faculty clearinghouse data base.

B. Substate Linkage Activities

This section contains information about the main subject of this paper--substate linkages. There are five subsections in this section: 1) the methodology used to gather the information, 2) Regional Coordinating Councils and their linkage activities, 3) Private Industry Councils and their linkage activities, 4) regional education-industry consortia and their linkage activities, and 5) organized labor and their linkage activities.

1. Methodology

This paper serves three purposes--it identifies and describes substate linkage activities; it makes recommendations; and it serves as a demonstration of a cooperative effort among

the groups involved in substate linkage activities.

The purpose of the paper and the information to be gathered was first discussed with state-level representatives for the Regional Coordinating Councils, the State Job Training Coordinating Council, the Florida Education and Industry Coalition, the AFL-CIO United Labor Agency, ACCESS-the education clearinghouse for economic development, and the Postsecondary Education Planning Commission. The procedures used in gathering the information presented in this paper represent the suggestions from each of these organizations.

The Florida Educational Information Service provided an exhaustive information packet on references related to the topic of the paper.

The Specialist for Regional Coordinating Council Operations assisted in mailing out a survey to each of the Regional Coordinating Councils and, in a cover memorandum, indicated how the information to be obtained could be of benefit to the Regional Coordinating Councils. (A copy of this survey is included in the Appendix of this paper.)

A similar survey was sent to the four regional education-industry consortia, at the suggestion of the executive director of the Florida Education and Industry Coalition. The Coalition executive director also provided valuable resource materials used in conducting a review of the literature and identifying state-level resources.

The State Job Training Coordinating Council (SJTCC) made available a list of all the Private Industry Council (PIC) members and their places of employment. The Bureau of Labor Market Information in the Department of Labor and Employment Security then identified the Standard Industry Classification (SIC) codes and sizes of all the employers of the PIC members where there was sufficient information to do so.

The State Job Training Coordinating Council also made available the Job Training Plans for each of the Service Delivery Areas served by the Private Industry Councils. ACCESS, the education clearinghouse for economic information, then reviewed these plans and extracted information about relevant linkage activities.

The AFL-CIO United Labor Agency sent a questionnaire to each of the labor representatives on the Private Industry Councils and also provided relevant reports and comments for the review of the literature section of this paper.

The Postsecondary Education Planning Commission reviewed the survey and provided reports and contact information used in

developing this paper.

All information gathered on substate linkage activities will be provided to ACCESS for entry into their data base. Detailed information on substate linkage activities will then be available from this clearinghouse on an on-going basis.

2. Regional Coordinating Councils

a. Description.

Established by State Board of Education rule in 1972, these councils were given statutory authority with increased responsibilities in 1983 (228.074 F.S.). Of the three primary goals established for the Regional Coordinating Councils, one is to "establish and maintain effective and cooperative linkages with business and industry so that vocational training programs are responsive to the needs of the labor market."

Each of the 28 vocational planning regions (See Appendix for a map of these regions) is represented by a Council charged with reviewing all vocational delivery systems to assure efficiency and cost effectiveness. Each Council consists of at least 51% lay members representing business and industry. Appointments are made by the Governor based on nominations from economic development councils, chambers of commerce, community development corporations, and other bona fide trade and business organizations within the vocational planning region. At least one lay member of each Council must be a member of a business and industry advisory council or craft committee within the vocational planning region. Also, at least one of the total membership of each Council shall be a member of a Private Industry Council.

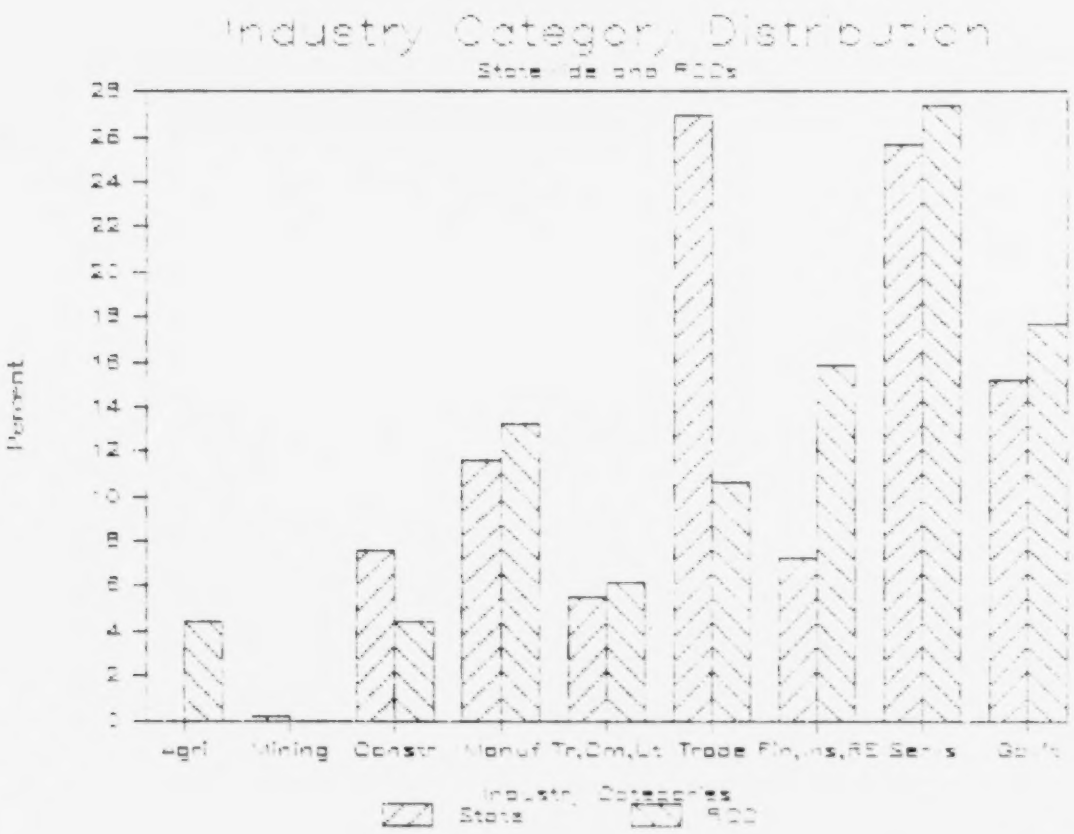
b. Industry composition.

In the survey of Regional Coordinating Councils, each Council was asked to indicate the type and size of industry in which each Council member is employed (see the Appendix for a copy of the survey for the question asked and definitions of the industry groups). The purpose of this question was to examine how the industry affiliation of lay Council members relates to the distribution of industries by size and type for the state.

Of the 28 Regional Coordinating Councils, 19 responded to the survey and reported the industry size and type represented by 113 of the Council members, including 20 members connected with government. The profiles of the Council lay member representation related to the state profiles are graphically represented below for industry category and industry size.

Industry category. Statewide employment data are not available for agricultural industries, although it is a significant sector of the state's economy; 5% of reported Council lay membership comes from this category. The largest difference was in the Trade industry group that makes up 27% of the state employment and 10.6% of Council lay membership. The next largest difference was in Finance, Insurance and Real Estate where 15.9% of Council lay membership was represented compared to 7.2% of the state employment.

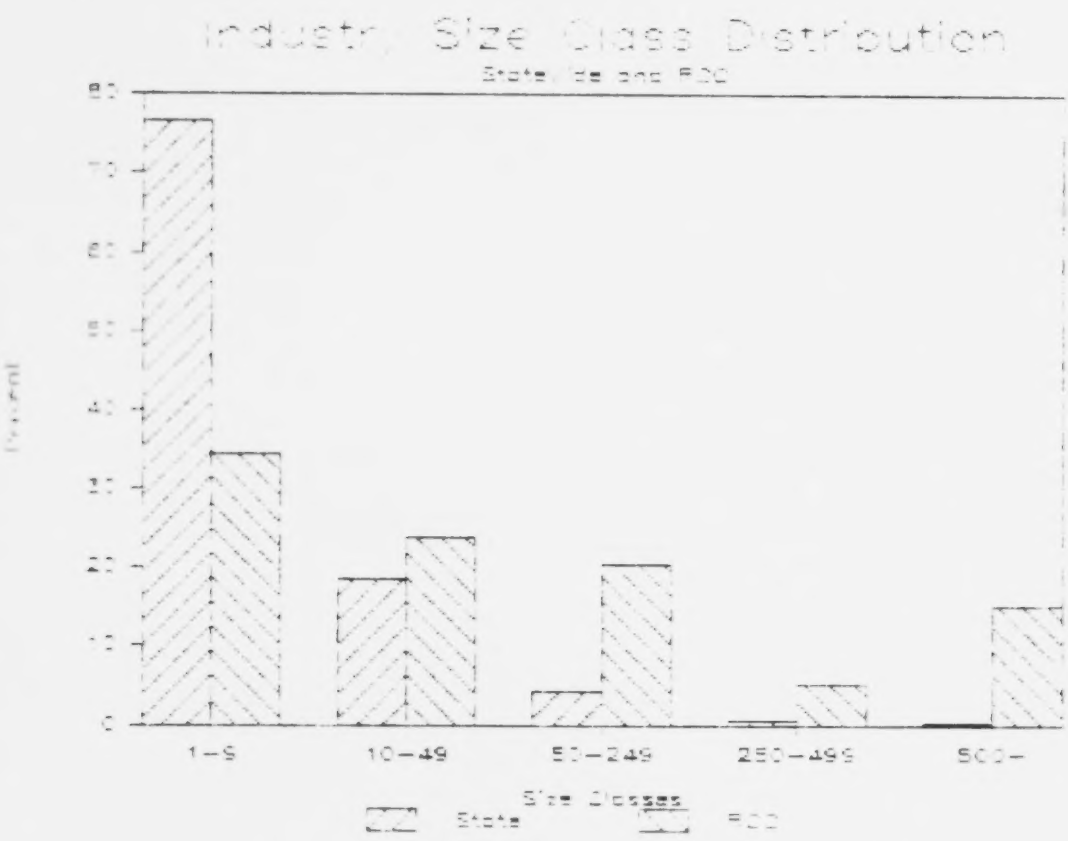
The following graph, "Industry Category Distribution" statewide and for Regional Coordinating Councils, displays the relative percentage distributions by industry.



Industry size. There is an inverse relationship between the statewide distribution of industries by size and the representation of industries by size on the Regional Coordinating Councils. In Florida, 76.6% of the firms have employment of less than 10 and only 0.7% have employment of 250 or more. On the Regional Coordinating Councils, 34.5% of the members represent

firms of less than 10 and 20.3% represent firms of 250 or more.

The following graph, "Industry Size Class Distribution" statewide and for the Regional Coordinating Councils, displays the relative percentage distributions by size class.



c. Linkage activities.

The purpose of this paper is to identify the broad areas where Regional Coordinating Councils as a total are conducting education-industry-labor linkage activities and areas where linkage activities may be further developed. This paper will therefore not provide a detailed listing or analysis of specific linkage activities carried out by Regional Coordinating Councils although some exemplary projects are cited. Information on specific Council activities may be obtained from the state office for the councils. In addition, copies of survey results have been provided to that office and to ACCESS.

By the nature of their membership and charge, Regional Coordinating Councils carry out linkage activities through their regular meetings and decisions. In addition to these regular activities, the Councils were asked to identify the "most successful activities your Council has undertaken in the past two years to strengthen linkages between business, labor and vocational education." Of the 28 Councils, 19 responded to this request, listing a total of 81 linkage activities. Some of these linkage activities are of a general nature and some pertain specifically to linkages with business, industry and labor.

General coordination. There were five areas of general coordination activities listed by the Regional Coordinating Councils.

1) JTPA/PIC: 14 of the 19 responding Councils indicated coordination here; councils 13 and 22 are working with their PICs to produce a video tape of the vocational education programs offered in the region.

2) Publications: 11 of the Councils are doing publications and brochures that describe their activities. Councils 8, 13, 18, 22 and 23 noted brochures showing program listings by school and vocational area. In region 18, the brochure was funded in cooperation with the Private Industry Council.

3) Meetings: a wide variety of meetings were participated in by the Councils, including career days and economic development forums.

4) Consortia: four of the Councils noted coordination with the regional education and industry consortia in their areas.

5) Training needs assessment: 11 of the Councils identified activities in this area, especially considering labor market information and employer needs. In region 11 the Marion County Chamber of Commerce provided the Council with its survey of local industries' manpower needs.

Industry linkages. Activities to link business and industry with vocational education were reported in seven broad areas.

1) Advisory Committees: An extensive workshop for advisory committees was held by Council 8. Council 20 serves as the general advisory committee for the public schools and community college in its region. Three other Councils mentioned contact with advisory committees.

2) Coalitions and task forces: In Region 8, there is a Chamber of Commerce Vocational Education Task Force and a Coalition on Vocational Education with which Council members are active participants.

3) Council structure and membership: The Region 14 Council has established a "linkage committee" composed of Council members with direct connection to business and the labor market. Most of the lay members in the committee serve as members of PIC and other industry and economic development organizations. In addition, this same Council recruited lay members in specific occupations that are related to the large vocational programs

offered in the region.

4) Forums with industry: The Region 12 Council held a vocational education-business and industry forum entitled "Insights to Excellence through Cooperation" that was designed to bring educators together with employers to discuss how vocational education can better serve the community. The Region 16 Council, along with the area Chamber of Commerce, sponsored a forum to present existing training opportunities and to assess unmet training needs of small businesses.

5) General industry contact: five of the Councils reported maintaining contact with business and industry organizations by attending their meetings.

6) Special projects with industry: The Region 20 Council has an Industry/Education Exchange where instructors return to industry utilizing staff and program development funds and business and industry employees teach full- and part-time. The Region 27 Council reviewed an articulation agreement between the public schools and community college that responded to input from the Printing Industry of South Florida, a local professional business organization.

7) Special employer training: Five Councils reported training programs that had been set up in response to specific employer training needs.

3. Private Industry Councils

a. Description.

Private Industry Councils were created by the federal Job Training Partnership Act (JTPA) which was enacted to give the private sector a greater role in employment and training policies and activities. Each JTPA Service Delivery Area (see the Appendix for a map of these areas) has a Private Industry Council (PIC). The majority of the members of these Councils, including the chairman, must represent the private sector and be owners or executives in business and industry. All education agencies in the Service Delivery Area are also to be represented on the Councils, although there does not have to be a separate representative for each education agency.

The Councils are responsible for providing policy guidance for and exercising oversight with respect to activities under the job training plans developed for each Service Delivery Area. These job training plans describe the employment and training services to be offered to eligible participants. In general, program funds cannot be used to duplicate existing services and appropriate education agencies in the Service Delivery Area are provided the opportunity to provide educational services unless another means is demonstrated to be more effective. General program guidelines require that training can only be funded for occupations in demand.

b. Industry composition.

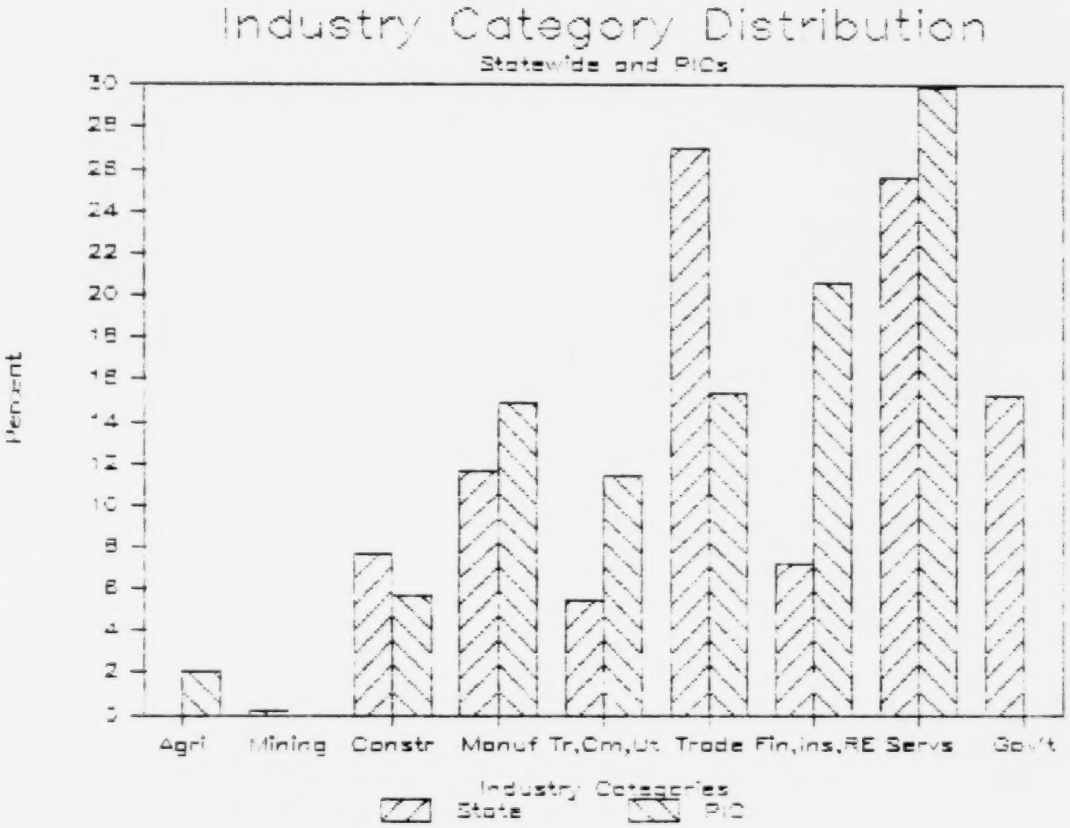
As it was for the Regional Coordinating Councils, the purpose of examining the industrial composition of the Private Industry Councils is to determine the degree to which private sector members represent the types and sizes of industries in Florida's economy. It is recognized that the degree of "match" will vary by individual Council; the purpose here is to gain a statewide perspective on how the total private sector membership of the Councils relates to the industrial composition of the state.

The relationship of industry representation by size and category of Private Industry Council members and statewide industry patterns was examined based on information provided by the State Job Training Coordinating Council (SJTCC) staff. In 1986 there are 340 Private Industry Council members serving as private sector representatives. The employer or occupation of each of these private sector members was obtained by the SJTCC staff. Using this information it was possible to obtain the industry category for 281 of the private sector members and the industry size class for 245 of these same members. The information presented here on industry category and size is based on these figures.

Industry category. Although a lack of available data about statewide employment levels in the agricultural industry prohibits a comparison for this industry category, it should be noted that 2% of the private sector Council members are from the agricultural area. Since private sector Council members do not represent government industries, there are no Council data provided in this industry category.

The largest difference in proportion of representation was in the Finance, Insurance and Real Estate industry category that makes up 7.2% of the statewide employment and 20.6% of Council private sector membership. This is closely followed by Trade with 27% of statewide employment and 15.3% of Council private sector membership. The third largest difference is in the industry category of Transportation, Communication and Utilities with 5.5% of statewide employment and 11.4% of Council private sector membership.

The following graph, "Industry Category Distribution" statewide and for Private Industry Councils, displays the relative percentage distributions by industry.



Industry size. The Private Industry Councils experience the same inverse relationship between the statewide distribution of industries by size and Council private sector membership as the Regional Coordinating Councils with even greater degrees of difference represented on the Private Industry Councils. The Councils have 37.6% of their private sector members from firms of less than 10 compared to 76.6% for all firms in the state. Firms with employment of 250 or more are represented by 33.5% of the private sector Council members compared to 0.7% for all firms in the state.

The following graph, "Industry Size Class Distribution" statewide and for the Private Industry Councils, displays the relative percentage distributions by size class.

c. Linkage activities.

This paper examines the broad areas where Private Industry Councils as a total are conducting education-industry-labor linkage activities and where linkage activities could be further developed. This paper will therefore not provide a detailed listing or analysis of specific linkage activities carried out by Private Industry Councils although some exemplary projects are cited. Information on specific Council activities may be obtained from the State Job Training Coordinating Council staff. In addition, the information used to develop this paper has been provided to ACCESS.

Private Industry Councils were established to promote a partnership between the private sector and public sector job training and employment activities so their very existence is a type of linkage activity between the business community and vocational education. Private Industry Councils are also charged with assuring that job training services are coordinated among

available resource agencies and programs. Each job training plan of a Private Industry Council describes how coordination of services will be carried out in a Service Delivery Area. To determine how education-industry-labor linkage activities are carried out by the Private Industry Councils, the coordination section of each job training plan for the 24 service delivery areas were reviewed. The relevant linkage activities identified in this review of the job training plans are listed below by general category of activity.

Private Industry Council linkage activities related to the subject of this paper fell into three broad categories--1) PIC - Education, 2) PIC - Industry, Economic Development, and 3) PIC - Industry-Education. It is the latter category that is of greatest interest for this paper and it will be dealt with in the most detail. However, because of the composition of the Private Industry Council, containing representatives from both education and industry, Council linkages with education and industry also have relevance and therefore will be summarized here as well.

Education linkages. There are many activities being carried out in this area with the largest one (listed in 17 plans) being schools referring eligible students to JTPA programs. Other PIC - education linkage activities included four Councils working on a joint effort on school drop outs; three listing joint identification of labor market and training needs; five exchanging data on enrollments, completers, and placements; seven coordinating placement activities; five with JTPA staff on school advisory committees; five with colocation of offices; and three with JTPA coordinators at the schools. Several Councils (5) mentioned working with private schools and in most cases, public schools provided training. The Job Training Partnership Act also requires that the educational agencies in the Service Delivery Area be represented on the Private Industry Council which forges an additional PIC - education linkage.

Florida law requires that Private Industry Councils be represented on each Regional Coordinating Council and this connection was well-documented in the job training plans. In addition to joint membership between the two councils, PIC-RCC linkage activities listed included a PIC-RCC liaison position; exchange of minutes and relevant reports; making reports at respective Council meetings; joint identification of labor market demand; joint projects; RCC identifies training service providers; RCC notifies PIC of requests for job training not being met by area schools; RCC comments on JTPA training proposals.

Both Service Delivery Areas and public vocational schools are mandated to achieve a 70% related placement rate and this encourages close working relationships to meet this standard, especially for JTPA participants receiving training from the

public schools. The Job Service is a very active partner in this venture with personnel outstationed at many schools.

Industry linkages. Once again the Private Industry Councils are very active in this area. There were three Councils working with small business organizations; two working with the Department of Community Affairs; five with Committees of 100; and six with the Department of Commerce.

All but three of the Councils listed coordination activities with local chambers of commerce. Activities in this area included eight Councils as members of a chamber; 13 receiving marketing/public relations assistance from a chamber; chambers as members on two Councils; two colocated with a chamber; nine receiving information from chambers on new and expanding businesses; one setting up OJT contracts through the chamber; six attending chamber meetings; and two carrying out joint projects.

There were four Councils that mentioned working with chambers of commerce and/or economic development organizations to identify layoffs and plant closings. Economic development agencies were worked with by 11 Councils in a number of capacities; two Councils specifically mentioned contact with industrial prospects. In seven instances Councils cited working with employers to identify their employment and training needs.

Education-Industry linkages. There were six Service Delivery Areas that had projects that involved education, industry and the Private Industry Council. In Service Delivery Area 1, the Chamber of Commerce houses both Council staff and a JTPA coordinator assigned by the school district and personnel from Pensacola Junior College. Daily communications and pre-arranged weekly meetings are used to coordinate programs and services to clients.

In Service Delivery Area 2 the Private Industry Council worked closely with the Industry Services program and vocational education to meet the needs of new and expanding businesses. Joint meetings with the businesses were to be held to provide them with information on possible combined training capabilities.

In Service Delivery Area 4 the Chamber of Commerce provides information to businesses on services offered by the Job Service, JTPA, the local vocational-technical school and the Industry Services program of the Department of Education. A brochure was to be developed that summarizes these available services and it would be distributed by the Chamber of Commerce.

In Service Delivery Area 13 the Private Industry Council chairman assigns private sector representatives to the advisory committees of all training programs in which JTPA participants

are enrolled.

In Service Delivery Area 18 the Private Industry Council, in concert with the Job Service office, requests the Department of Commerce to notify them of new and expanding businesses in the area. They then solicit the assistance of the Industry Services program to provide training expertise, materials, equipment, and other resources when major customized/on-site industry-specific training projects are initiated.

In Service Delivery Area 19 the Private Industry Council and the Chamber of Commerce plan to establish a joint labor and training needs task force of local placement and training agencies.

4. Regional Education-Industry Consortia

a. Description.

One of the activities authorized for the Postsecondary Cooperation Trust Fund is support of local consortia. Since 1983, the Trust Fund has been used to support regional consortia and in 1986-87 there are seven of these consortia in operation. The thrust of each consortium varies according to the needs of its constituency but the basic mission of all of the consortia is to facilitate both communication and planning to meet the educational and training needs of business and industry in the region.

Three of the consortia are fairly new and were therefore not surveyed for this paper. These three include the following:

1) Ridge Area Consortium serving Pasco-Hernando Community College, Lake-Sumter Community College, Polk Community College, University of South Florida, St. Leo College, and Florida Southern College.

This consortium will receive 1987-8 trust fund support to expand the Pasco-Hernando Business and Higher Education Consortium to a five-county region that has an economic structure with common characteristics and problems that need to be addressed.

2) Northwest Florida Industry-Education Consortium serving Okaloosa-Walton Community College, Chipola Junior College, Gulf Coast Community College, Pensacola Community College, and the University of West Florida.

This new consortium will receive 1987-8 trust fund support to collect and analyze demographic and labor market data to help identify and meet the needs of existing and prospective businesses; develop formal agreements between businesses and

educational institutions so educational personnel can return to work to upgrade their skills; and to develop a comprehensive articulation guide.

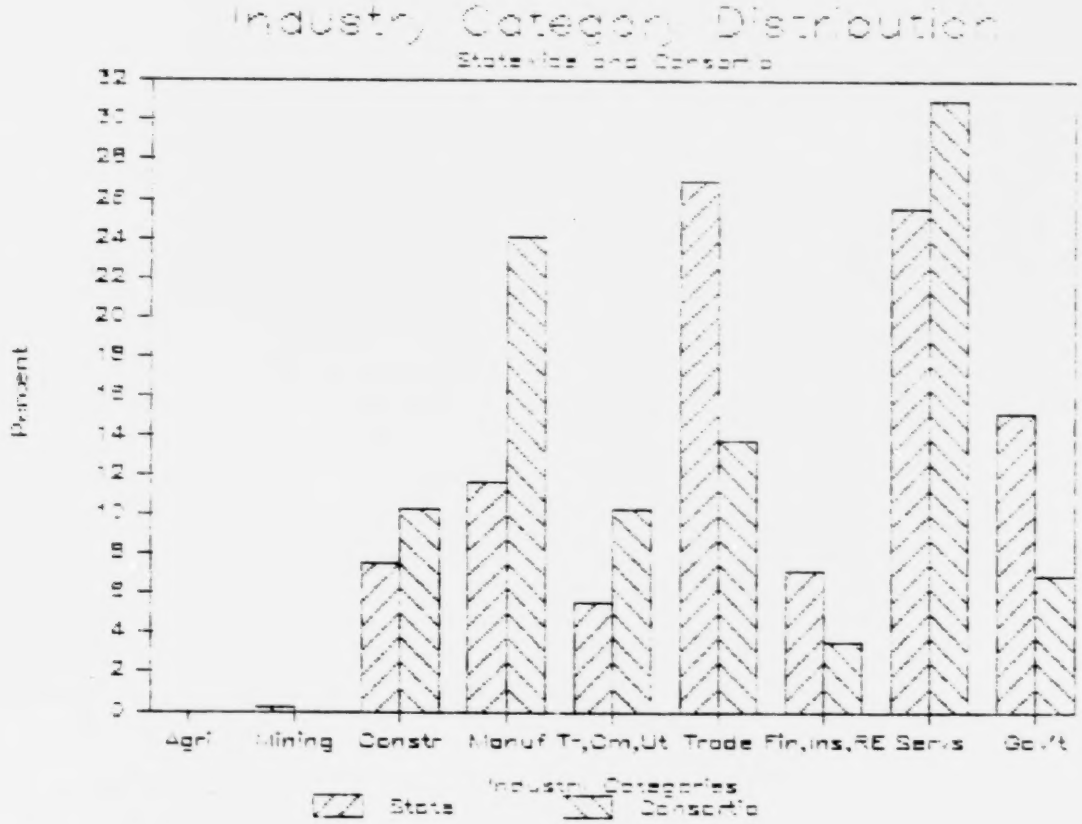
3) Southwest Florida Consortium for Business and Higher Education serving Edison Community College and the University of South Florida at Fort Myers.

This new consortium will receive 1987-8 trust fund support to become established with an overall goal of enhancing the programs of postsecondary education including continuing education programs.

b. Industry composition.

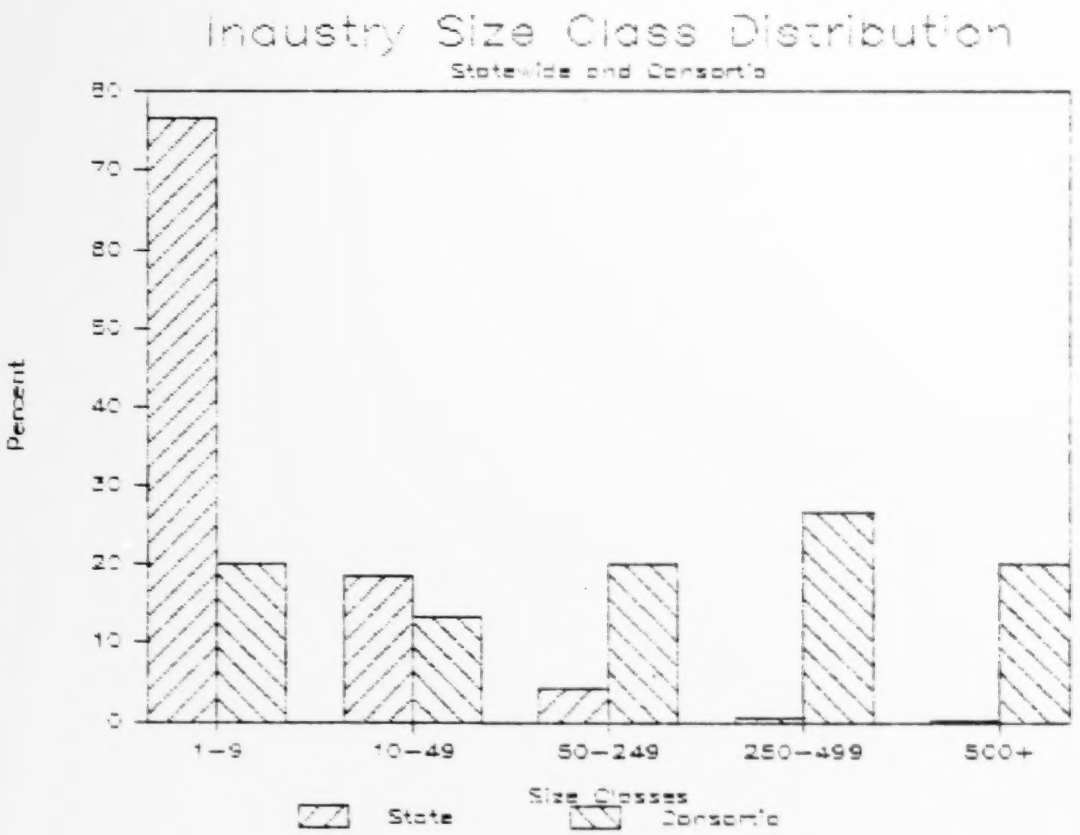
Three of the four consortia surveyed returned surveys identifying the industrial composition of their members and one of these consortia provided information on industry category only. The information provided on industry composition of the consortia is based on 15 consortia members for size of industry and on 29 consortia members for category of industry.

Industry category. The largest differences in industry membership proportions compared to the statewide distribution of industries were in the categories of Manufacturing (consortia 24.1%, statewide 11.6%) and Trade (consortia 13.8%, statewide 27%). The following graph, "Industry Category Distribution" statewide and for consortia, displays the relative percentage distributions by industry category.



Industry size. Small firms continue to be represented at a much lower rate than their frequency of occurrence in the state and large firms are represented at a higher rate. This is the same pattern as for the Regional Coordinating Councils and the Private Industry Councils, although it is more pronounced for the consortia.

The following graph, "Industry Size Class Distribution" statewide and for consortia, displays the relative percentage distributions by size class.



c. Linkage activities.

The four consortia that have been in existence long enough to establish linkage activity programs were surveyed and their activities are summarized below. (See the Appendix for a map of the areas covered by these four consortia.)

1) East Central Florida Consortium for Higher Education and

Industry serving Brevard, Indian River, Martin, Orange, Osceola, St. Lucie, Seminole and Volusia counties. Members include Bethune-Cookman College, Brevard Community College, Daytona Beach Community College, Embry-Riddle Aeronautical University, Florida Institute of Technology, Indian River Community College, Rollins College, Seminole Community College, Stetson University, University of Central Florida and Valencia Community College.

This consortium was organized in 1983 by leaders in higher education and industry with a mission to facilitate both communication and planning to meet the educational and training needs in business and industry in the region. The consortium received trust fund support in 1983-4 and 1984-5; in 1985-6, trust fund support was provided to support the following objectives:

a) to promote greater linkages between higher education and industry through a faculty "return to industry" program and an expanded cooperative work experience program for students;

b) to develop a program to assess training needs of business and to coordinate the offering of training among member colleges;

c) to develop a greater linkage with secondary schools through educating students, teachers, administrators and counselors about skills needed to enter various fields of study and occupations, the availability of programs and the employment outlook in various fields; and

d) to develop a program to provide access to research conducted at member colleges and universities by designating one contact person at each institution for business/industry research assistance.

1986-7 trust fund support was provided to develop a speaker's network and to develop cooperative programs, articulation agreements, cross-registration agreements, and a transcript transfer mechanism among postsecondary education institutions.

There were four specific business/industry-education linkage projects reported by this consortium. The "Faculty Return to Industry" project, funded through the Trust Fund, sent 36 faculty members back to industry to update skills. Efforts are being made to find funds to continue this project. The consortium also acts as a clearinghouse/liaison for local businesses, giving them needed information on training, faculty, students, etc. A "Cooperative Education Clearinghouse" operates to assist employers in locating institutions with students they need. The consortium is also in the process of conducting an assessment of local business education and training needs. This assessment will be used as a starting point for developing a regional plan of action.

2) Information Technology Education Consortium of Northeast Florida, Inc. serving Edward Waters College, Florida Junior

College at Jacksonville, University of North Florida, Duval County School Board, Jacksonville University, Jones College.

This consortium was incorporated in 1983 to improve education in computer science, data processing, computer programming and information management from the high school level through graduate degree programs.

The consortium received trust fund support in 1983-4 and 1984-5; in 1986-7 it received support for the Phase I development of a clearinghouse for users and providers of postsecondary training services. The purpose of the project was to improve the delivery of training services to the corporate and governmental organizations in Northeast Florida. A five-county area needs assessment of those training services will be conducted during Phase I.

As a specific project involving business/industry-education linkages, this consortium developed a work experience program for computer science students as a cooperative venture among all the educational institution members of the consortium and local businesses.

3) Southeast Florida Educational Consortium serving Barry University, Broward Community College, Florida Atlantic University, Florida Christian College, Florida International University, Florida Memorial College, International Fine Arts College, Miami Christian College, Miami-Dade Community College, Nova University, Palm Beach Junior College, St. Thomas University, University of Miami.

This consortium started in 1976 and received trust fund support in 1985-6 and 1986-7 for a High Technology Resource Center. The purpose of this Center is to develop a cooperative regional effort among high technology industries, entrepreneurs, colleges, universities, industrial councils, governmental agencies and others concerned with the expansion of high technology industries in the region. The Center will also serve as a clearinghouse for linking skilled personnel with industry, to conduct a manpower needs assessment and inventory of high technology educational opportunities, to identify industry resources that may be shared with postsecondary institutions, to identify voids in curriculum, to conduct seminars for educators and business representatives, and to identify areas of duplication and recommend regional solutions to meeting the needs of high technology industry. The advisory council of the Center includes representatives from high technology business and industry.

This consortium also published a pamphlet that presents educational opportunities that are available at the higher educational institutions in Southeast Florida. The pamphlet

serves as an educational component to economic development and promotional campaigns. The consortium has developed two public service announcements for all the public and commercial television stations in Southeast Florida. The messages are 30 seconds in length and promote the relationship between higher education and business and industry.

4) Bay Area Consortium (formerly the Tampa Bay Consortium for Business and Higher Education) serving the University of South Florida, St. Petersburg Community College, Hillsborough Community College, Manatee Community College, Eckerd College, Florida Southern College, and Pasco-Hernando Community College.

This consortium was established in 1985 and has received trust fund support in 1985-6, 1986-7 and 1987-8 to support cooperative linkages between industry and education in the Tampa Bay Area. An internship program between the educational institutions and businesses is underway to foster a cooperative leadership development and research program.

5. Labor

a. Description.

The U.S. Department of Commerce estimated that in 1980 11.8% of Florida's nonfarm employment consisted of union members. Assuming that percentage held true in 1985 when the nonfarm employment of Florida equalled 4,422,400, there would be approximately 520,000 union members in Florida. There are no published data about the statewide membership levels of the major unions in Florida. Discussions with the Florida American Federation of Labor - Congress of Industrial Organizations (AFL-CIO) provided some information about union membership in Florida. There are about 350,000 members of unions affiliated with the Florida AFL-CIO. Some of the largest AFL-CIO members include Florida Education Association/United (35,000), the International Brotherhood of Electrical Workers (25,000), the American Federation of State, County and Municipal Employees (19,000), the United Brotherhood of Carpenters (15,000), the Communication Workers of America (14,000), the International Association of Machinists and Aerospace Workers (10,000), and the United Association of Plumbers and Pipefitters (8,000).

Some large unions that are not AFL-CIO members include the Teamsters, the Florida Teachers Profession, the Police Benevolent Association, the Fraternal Order of Police, and the Florida Nurses Association.

The Florida AFL-CIO is the only association of union organizations in the state and it has a network of 18 Central Labor Councils that are made up of local union affiliates. These

Councils, along with the state AFL-CIO office, have been very active in the recommendation of labor representatives for the Private Industry Councils.

b. Linkage activities.

The Florida AFL-CIO sent out questionnaires (see the Appendix for a copy of the questionnaire) to each of the labor representatives on the 24 Private Industry Councils to find out how Labor has been involved in vocational education-related activities. Of the nine Private Industry Council labor representatives that responded to the survey, three represent the bricklayers union, two the electrical workers union, one plumbers and pipe fitters, one sheet metal workers, one teachers, and one was not stated. Their responses are summarized below for each of the survey questions.

1) What role does Labor play on the Private Industry Council?

Respondents made a wide variety of replies to this question. Three of them felt they played little to no role and two said they were members. Other responses included promoting the effective use of federal training funds to develop a skilled labor force; providing input on the availability of journeymen in the area so new workers aren't trained if a trained work force is available; ensuring Labor knows about PIC training plans and that they work together; and providing input on the training needs of the community including occupations in demand and areas of high unemployment.

2) What Private Industry Council activities are carried out to link Labor and vocational education?

Four of the respondents said there was little to nothing being done in this area and two respondents said they were also members of the Regional Coordinating Council. Other responses included that contact was made with the vocational education representative on the Private Industry Council; that the Private Industry Council worked with vocational education to ensure the best possible utilization of public facilities and equipment; helping potential drop outs to seek a skill at vocational schools; and ensuring that vocational programs are not duplicative and that on-the-job training experiences are preserved.

3) What Private Industry Council activities with the Regional Coordinating Councils are related to Labor?

Six of the respondents said there were none that they knew of and one said he was a member of both councils. Other responses included both councils using FLOIS data to identify demand occupations and insuring a more effective use of PIC funds through close coordination with vocational education.

4) Are you familiar with the Regional Coordinating Council in your area and are you aware of any Labor linkages with this council?

Five of the respondents said they were not familiar with the Regional Coordinating Council and three said they were also members of this council.

5) What recommendations do you have to improve Labor linkages to vocational education?

A number of different recommendations were made. They include the following:

- Make sure Labor is represented on both the PIC and the craft advisory committees for vocational education.
- Increase communication between Labor and vocational education.
- Make the Private Industry Councils and the Regional Coordinating Councils encompass the same geographic areas.
- Set up an independent oversight committee.
- Legislation requiring more participation from Joint Apprenticeship Directors on Regional Coordinating Councils and insuring a greater percentage of lay members on these councils.
- One opposed Labor linkages with vocational education because it provides a work force for non-union contractors; he preferred Private Industry Councils to concentrate on non-apprenticeable occupations.

C. Conclusions

This section briefly highlights some of the general trends indicated by a review of the substate linkage activities carried out by each of the entities surveyed for this paper.

1. Achievements

Perhaps the most significant impression gained from the review of substate linkage activities is of their extent and variety. The Regional Coordinating Councils, Private Industry Councils and the regional consortia are conducting a large number of cooperative ventures that are either directly or indirectly supportive of bringing industry, labor and vocational education closer together.

The Florida State Job Service was not a subject of this study, but their services were regularly mentioned and they are to be commended for their work with the Private Industry Councils and educational institutions. Activities included being outstationed at schools, coordinated placement efforts, labor market needs assessment and employer contacts.

A dominant activity for the Private Industry Councils was their work with chambers of commerce, mentioned in 22 of the 24 job training coordination plans.

Several of the Regional Coordinating Councils and some of the consortia have published directories of all of the programs being offered by the public education institutions in their regions. These directories are usually provided to area employers and to industrial prospects to assist in employee recruitment and training activities.

2. Needs

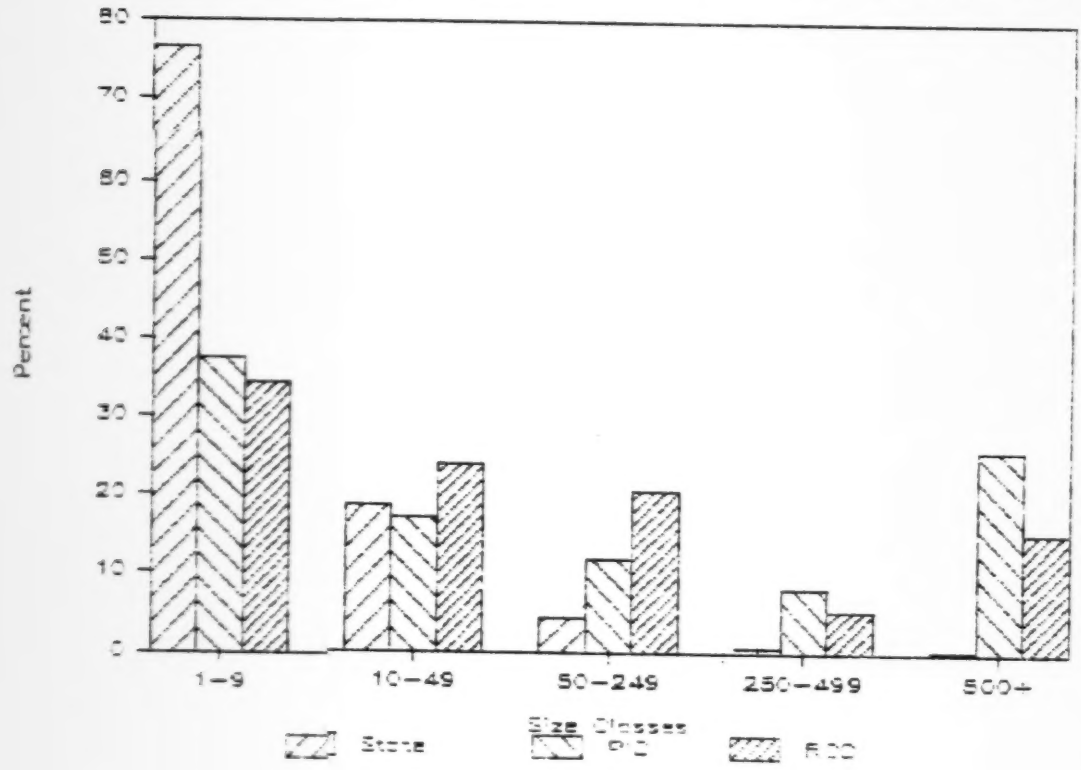
The number of organizations that have responded to the need for better education-industry linkages has also created the need to assure that these efforts do not unnecessarily duplicate and compete with each other. The Regional Coordinating Councils, Private Industry Councils and regional consortia each have unique roles to play and at the same time they have areas of overlapping concerns that would benefit from joint efforts. For example, many of these groups are doing separate training needs assessments for the same geographic areas.

There are some areas where council and consortia membership could be strengthed and expanded. For example, Labor is represented on the Private Industry Councils but not the Regional Coordinating Councils (in most cases) nor the regional consortia. The regional consortia serve colleges, universities and community colleges but not the local school district area vocational technical centers or high schools. Apprenticeship is not formally represented in any of these organizations.

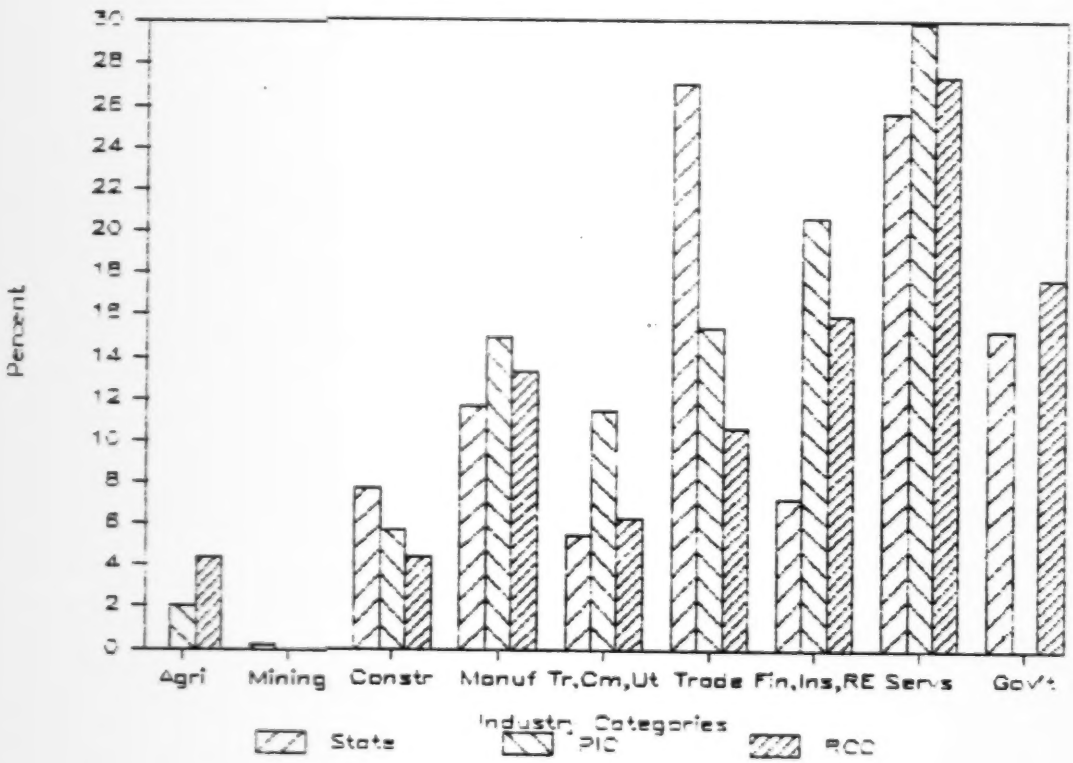
There needs to be a better way to determine what kinds of linkage activities are being carried out by whom. This need is related to employer needs to have a single point of contact regarding vocational training in an area. This again points to the need for better coordination among the variety of organizations active in the training arena.

There appears to be a discrepancy between the State's industrial composition, by size and category, and that of the members of the Regional Coordinating Councils and the Private Industry Councils. This may not be inappropriate, but it would seem that the better a region's industries are represented, the more accurately their concerns can be dealt with. The two following graphs summarize the state, Regional Coordinating Council and Private Industry Council industrial composition by size and category.

Industry Size Class Distribution



Industry Category Distribution



In a recent interview, Gordon Lightfoot of the Florida AFL-CIO United Labor agency said that Labor Representatives throughout Florida are much more aware of Federal Programs such as JTPA, but in general are not as involved due to the changes initiated by JTPA. He said just a few examples were: 1) nearly all program monies are spent on short-term placement activities, 2) dislocated and long-term employed workers' monies require 100% match, 3) outreach and recruitment efforts are hampered with the absence of stipends and 4) most monies are let through high risk performance-based contracts. He adds that a major stumbling block to labor sponsored pre-apprenticeship programs is the lack of coordination and technical assistance funds to provide help in establishing local administrative and fiscal capabilities. Federal guidelines are complex and help is needed in the initial stages of program development by those local labor organizations that have experience in training in the private sector.

Linkages between labor and vocational education come primarily through labor's joint-managed apprenticeship programs. In some areas of the state, vocational education actually pays salaries and provides support services to ongoing apprenticeship programs. Some of these programs are housed in JTPA training facilities and some in local School Board or Community College facilities. Linkages, says Lightfoot, are not as much a problem as the coordination and standardization of the programs. He says the age old question keeps coming back; "do we train young people for training's sake or do we train for existing jobs?" and therein lies the crux of the problem.

As a final note, the 1986 Legislature set a cap of 8% on fee waivers with severe penalties for exceeding the cap and also amended state law to count in-kind contributions as fee waivers. This means that when businesses, apprenticeship programs, etc. make in-kind contributions, it reduces the amount of fees that can be waived by the amount of the contribution. This serves as a disincentive for school districts and community colleges to accept in-kind contributions. It also means that in-kind contributors are very limited in the amount of contributions they can make, especially if they want to make in-kind contributions in lieu of paying fees for their employees to receive continuing education. Such a situation discourages an important kind of linkage between education, labor (through apprenticeship) and industry.

III. RECOMMENDATIONS

As indicated in the conclusion section of this paper, organizations are falling all over each other in their efforts to ensure that vocational education involves and responds to the business community and its manpower needs. In Barnard's study (see page 4 of this paper) she notes that cooperation is needed among the independent employment and training systems in order to reduce competition and ensure high quality and efficient training. The recommendations of the Florida Council on Vocational Education, presented in this section, therefore do not suggest new ventures but rather promote strengthening current efforts and working toward a more cohesive and efficient effort across multiple programs and organizations.

A. Strengthen the industrial representation component on the Regional Coordinating Councils.

1. Recommend that industry representation be required on the Council membership.

The 1982 Master Plan for Florida Postsecondary Education recommended that "Business and industry officials should be added to the Regional Coordinating Councils as a part of the lay membership and, in the interest of coordination, these officials should be selected from among the members of the current district and community college business and industry advisory groups." (Recommendation #25, page 51) Florida Statute now simply refers to "lay" members of the Regional Coordinating Councils. If the lay members were appointed in consideration of the types and sizes of the industries in the region, the linkage with industry would most probably be strengthened.

One Council recommended that more of the Council members come from the manpower development/training offices of private firms. Another option would be Council committees specifically charged with linkage activities; regions 14 and 23 are examples of this type of effort.

2. Provide industrial composition data for the regions.

Regional Coordinating Councils need to have good information about the types of firms in their respective regions. It is recommended that the Florida Department of Labor and Employment Security, Bureau of Labor Market Information, routinely provide Regional Coordinating Councils with profile information on the number of firms by size and employment levels by industrial category, along with other pertinent and readily available information, for the counties in the region. This same information should be provided to the Private Industry Councils and the regional consortia. Activity on implementing the reports recommended by the Interagency Committee on Vocational Education should be considered in carrying out this recommendation.

B. Strengthen the involvement of Labor and apprenticeship in vocational education.

1. Labor and apprenticeship should be represented on Regional Coordinating Councils.

2. One of the labor appointees on the Florida Council on Vocational Education should have direct involvement with apprenticeship training. (A similar recommendation was also made by the Florida Commission on Vocational Education, pages 62 and 63.)

3. Apprenticeship should be represented on Private Industry Councils.

4. Develop, at the state level, a handbook on the role of Labor and apprenticeship on Private Industry Councils and Regional Coordinating Councils and provide annual technical assistance seminars to Labor and apprenticeship representatives.

5. Remove the statutory provision that in-kind contributions be counted as fee waivers.

C. Increase regional coordination of vocational education and training activities and related organizations.

1. Establish a permanent state-level industry-education Linkage Operations Committee with members representing the pertinent state programs.

There are a number of programs in operation directly related to the subject of industry-education linkages but their contact is primarily informal and unstructured. It is therefore recommended that the Commissioner of Education take the lead in organizing and providing staff support for the Linkage Operations Committee which shall meet regularly and which shall consist of at least representatives from the Florida Education and Industry Coalition, the Industry Services program, the Bureau of Economic Development, the state office for the Regional Coordinating Councils, the Office for Citizen and Business Involvement, the State Job Training Coordinating Committee staff, ACCESS, the Job Service, and the Bureau of Labor Market Information. This committee should develop a coordinated plan of action for supporting substate linkage activities including the development of inter-program seminars and technical assistance.

2. Simplify employer access to vocational education and training information and services.

Currently the Regional Coordinating Councils, the Private Industry Councils and the regional consortia are all involved in contacting employers about vocational education and training.

There appears to be overlap of effort in this area, creating even more confusion for an employer already faced with trying to access a complex vocational education and training system. The 1982 Master Plan for Postsecondary Education recommended the appointment of an official in each of the five vocational education regions to act as an "initiator, catalyst and an agency for enhancing regional coordination and cooperation" (recommendation #48, page 60). This approach would need to be modified to focus on a smaller geographic area and concentrate on being a broker for vocational education and industry. Such an effort would provide a "one-stop service center" for employers. It would be important that such an effort not create yet another layer of organization, coordinating the coordinators. Existing structures, such as the regional consortia, should be examined as a potential vehicle for such an effort, with a provision for consistent state financial support for the activity, and ACCESS should be used for information exchange purposes.

3. Provide employers and industrial prospects with information about vocational education programs and facilities.

Some Regional Coordinating Councils and consortia are currently providing brochures listing all of the vocational programs offered by each of the educational institutions in their regions. This effort should be expanded to all the regions and the Department of Commerce should be provided with this information and disseminate it to industrial prospects. The Florida Education and Industry Coalition should work with the Florida Chamber of Commerce to make sure local chambers are aware of the availability of this information. Michigan (see page 12 of this paper) has carried out an effort similar to this.

4. Coordinate training needs assessment.

Regional Coordinating Councils are currently required by state law to use standardized data and procedures in determining training needs. There is no such requirement for Private Industry Councils and regional consortia. In addition, organizations in the same geographic area may be separately carrying out training needs assessment using different procedures and data. Recognizing the different geographic boundaries of the Regional Coordinating Councils, Private Industry Councils and regional consortia, it is still important for these organizations to carry out coordinated training needs assessment to the extent they are dealing with the same geographic areas since the purpose and the employers would be the same. It is therefore recommended that the State Board for Vocational Education and the State Job Training Coordinating Council jointly establish policy for such coordination of needs assessment.

5. Establish a central source for information on linkage programs.

There has been no central or standard source for identifying and obtaining information on linkage activities that are being carried out in the state although the new education clearinghouse for economic development, ACCESS, will be able to provide this service in the future. It is recommended that ACCESS, with the support and assistance of the proposed Linkage Operations Committee, develop and distribute guidelines for describing linkage programs and also set up procedures for submitting and disseminating this information on an on-going basis. An annual directory of ememplary linkage programs is recommended. This paper (see page 10) also identifies several documents that provide information on how to set up linkage programs and this would be a useful publication for supporting linkage activities.

6. Provide training-related organizations with standardized and up-to-date economic development and labor market information.

Training organizations need to know trends in economic development and employment, new employers entering their areas, plant layoffs and closings, and any other information pertinent to the training needs to which these organizations respond. The automated South Carolina Occupational Information System (SCOIS) contains an economic development file (see the Appendix for an example of the information in this file) that contains a variety of information used by training agencies in planning their programs. It is recommended that the Florida Occupational Information System develop and deliver a similar information file.

APPENDICES

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Regional Coordinating Council_____

Person completing the form:_____

Position:_____ Date:_____

The purpose of this survey is to obtain information about the kinds of linkages that are occurring between business, labor and education as a result of linkage initiatives recently taken by the state of Florida.

The survey is in two basic parts. Part I is designed to collect information that will allow a determination of how the business and labor affiliations of council members reflect the business and labor composition of the state. Part II is designed to identify the types of successful linkage activities that are occurring and to solicit recommendations for improving linkages.

Part I. Composition

A. Business/Industry Representation

For each lay member of your Regional Coordinating Council please place an "x" in the box below that represents the type and size of business in which the member is employed. For example, if a member is employed in a business that sells a product and employs over 1000 people, the box for Trade/500+ would be marked. (Descriptions of the industry groups are attached.)

Industry Group	**Number of Employees in Firm**				
	1-9	10-49	50-249	250-499	500+
Agriculture					
Mining					
Construction					
Manufacturing					
Transp, Commun.s, Utilities					
Wholesale & Retail Trade					
Finance, Insur, Real Estate					
Services					
Government					

B. Organized Labor Representation

Please list below the labor unions to which members of your Council belong.

Part II. Current Activities

On the following pages please list the most successful activities your Council has undertaken in the past two years to strengthen linkages between business, labor and vocational education.

In preparing your list, the following types of activities should be considered as well as any additional relevant activities carried out by your Council (Please use additional paper if needed and attach reports, descriptions, articles, etc. where appropriate and available. All materials sent in will be provided to Access, the new Education Clearinghouse for Economic Development.)

Examples of Activity Areas

--Communication with area businesses and labor organizations about the existence of the council and its functions; serving as a single point of access for the concerns of business and labor about needs for trained workers and training content; conducting employer seminars; listing available training programs.

--Curriculum design; identification of occupational competencies; program evaluation.

--Assessment of needs for trained workers by occupations; basic skill requirements; desired employability skills.

--Career guidance; cooperative placement of students; student follow-up; student recruitment including for minority groups.

--Sharing of instructors, equipment; employee/educator exchanges; work experience programs; faculty and student internships; on-site training programs.

--Participating in local economic development programs; business and labor input/comment on vocational education plans.

Please use this page to list the successful linkage activities of your Council. If you need more space, please copy this page as needed.

Activity title:_____
Brief description: (include if on-going or a one-time project)

Contact person:_____Telephone:___/_____

Activity title:_____
Brief description: (include if on-going or a one-time project)

Contact person:_____Telephone:___/_____

Activity title:_____
Brief description: (include if on-going or a one-time project)

Contact person:_____Telephone:___/_____

Activity title:_____
Brief description: (include if on-going or one-time project)

Contact person:_____Telephone:___/_____

Part III. Recommendations and Comments

A. Recommendations

Please list any recommendations you have for statewide efforts to improve business/labor/vocational education linkages. (Please use additional paper if necessary.)

B. General Comments

Agriculture
This group includes agricultural production such as field crops, livestock, and farms; agricultural services such as packing fruits and vegetables; animal husbandry services such as veterinarians, forestry, and fisheries.

Mining
This group includes mining of metals, coal, oil and gas, and non-metallic minerals such as sand and phosphate.

Construction
This group includes general building contractors; heavy construction contractors; and special trade contractors such as plumbing, electrical work, and carpentry.

Manufacturing
This group includes the manufacture of food and kindred products; apparel; lumber and wood products; furniture; paper; printing and publishing; rubber and plastic products; leather products; stone, clay and glass products; metal industries; fabricated metal products; machinery; electrical equipment and supplies; transportation equipment; instruments.

Transportation, Communication, Electrical, Gas, and Sanitary Services
This group includes railroads; local passenger transit; trucking and warehousing; water transportation; air transportation; transportation services; telephone communication; radio and television broadcasting; electric and gas companies; water, sewerage and refuse systems.

Wholesale and Retail Trade
This group includes the sale of building materials and farm equipment; general merchandise such as department stores; food stores; automotive dealers and service stations; apparel and accessory stores; furniture stores; and eating and drinking places.

Finance, Insurance, and Real Estate
This group includes banking; credit agencies; security and commodity brokers and services; insurance; real estate.

Services
This group includes hotels and other lodging places; personal services such as laundries, beauty shops; business services such as advertising; auto repair; miscellaneous repair; other health services; legal services; educational services; nonprofit membership organizations.

Government
This group includes federal, state and local government.

DIVISION OF VOCATIONAL EDUCATION

TWENTY-EIGHT VOCATIONAL PROGRAM PLANNING REGIONS

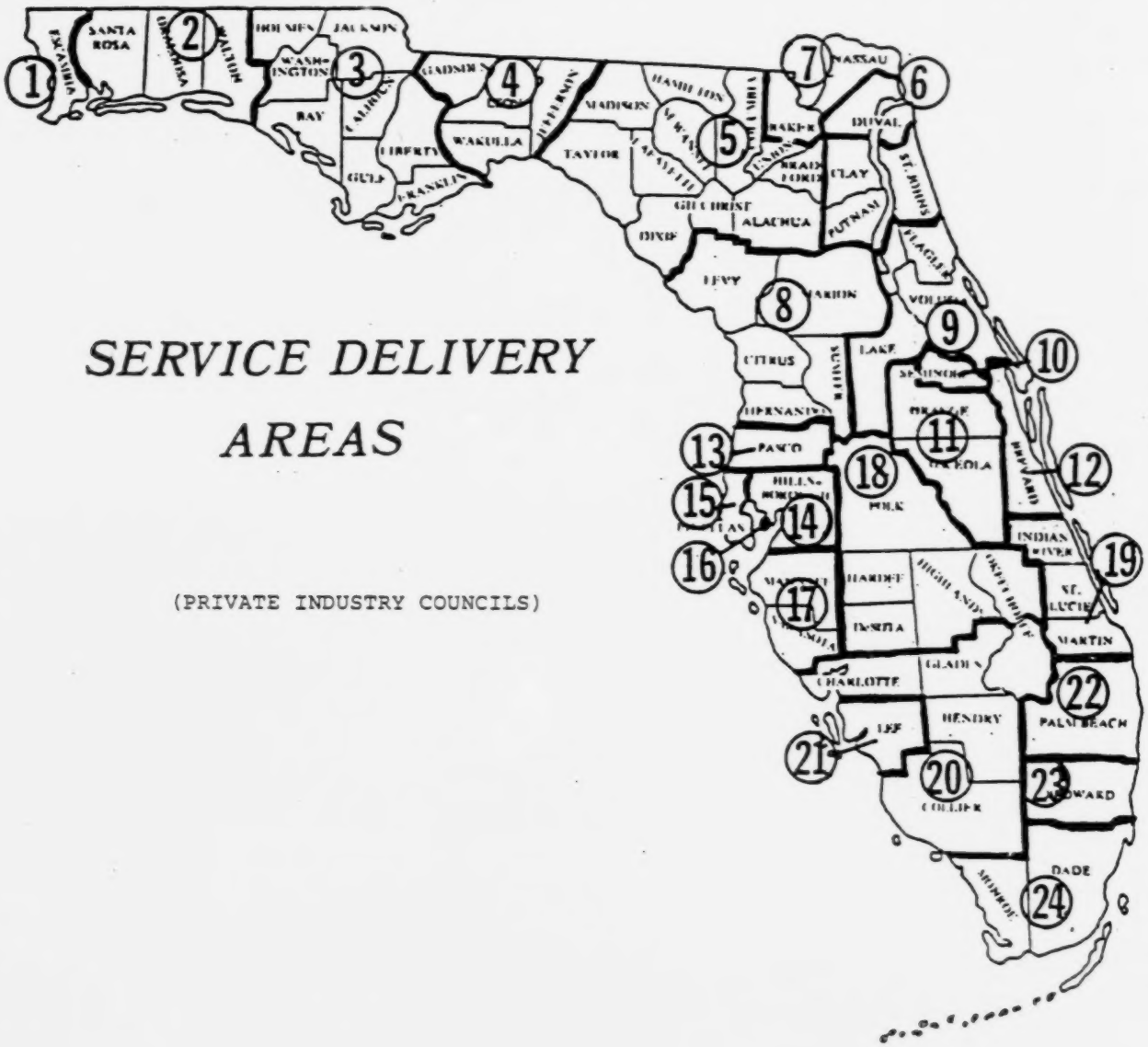
(REGIONAL COORDINATING COUNCILS)

BEST COPY AVAILABLE

County and Community College Index by Planning Regions
Division of Vocational Education (DVE)

Planning Regions	Counties; Community College
1	Escambia, Santa Rosa; Pensacola Junior College
2	Okaloosa, Walton; Okaloosa-Walton Junior College
3	Bay, Franklin, Gulf; Gulf Coast Community College
4	Calhoun, Holmes, Jackson, Liberty, Washington; Chipola Junior College
5	Gadsden, Leon, Wakulla; Tallahassee Community College
6	Hamilton, Jefferson, Lafayette, Madison, Suwannee, Taylor; North Florida Junior College
7	Baker, Columbia, Dixie, Gilchrist, Union; Lake City Community College
8	Duval, Nassau; Florida Jr. College @ Jacksonville
9	Alachua, Bradford; Santa Fe Community College
10	Clay, Putnam, St. Johns; St. Johns Community College
11	Citrus, Levy, Marion; Central Florida Community College
12	Flagler, Volusia; Daytona Beach Community College
13	Seminole; Seminole Community College
14	Lake, Sumter; Lake-Sumter Community College
15	Hernando, Pasco; Pasco-Hernando Community College
16	Pinellas; St. Petersburg Junior College
17	Hillsborough; Hillsborough Community College
18	Polk; Polk Community College
19	Orange, Osceola; Valencia Community College
20	Brevard; Brevard Community College
21	Indian River, Martin, Okeechobee, St. Lucie; Indian River Community College
22	DeSoto, Hardee, Highlands; South Florida Community College
23	Manatee, Sarasota; Manatee Community College
24	Charlotte, Collier, Glades, Hendry, Lee; Edison Community College
25	Palm Beach; Palm Beach unior College
26	Broward; Broward Community College
27	Dade; Miami-Dade Community College
28	Monroe; Florida Keys Community College

JOB TRAINING PARTNERSHIP ACT

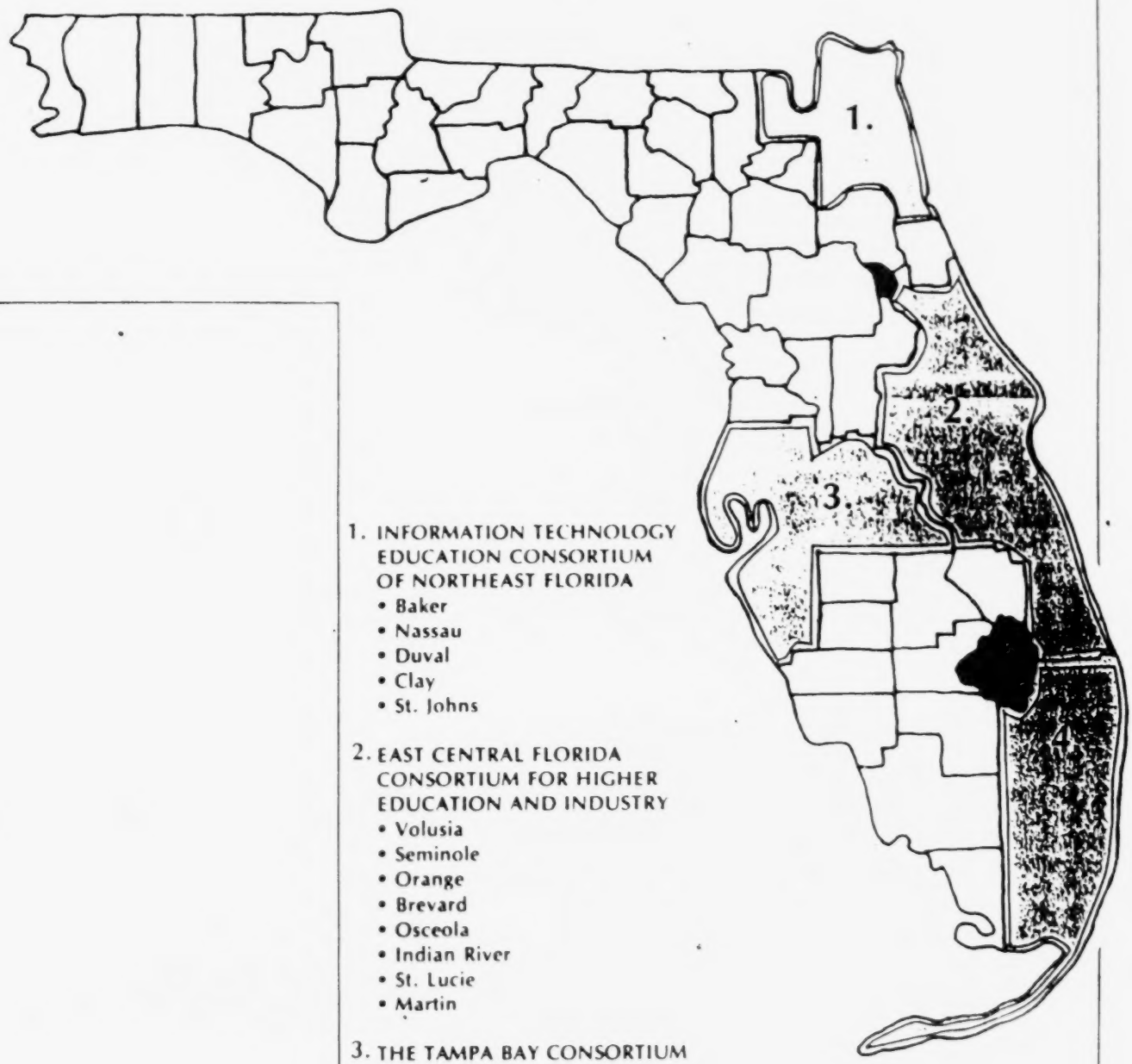


SERVICE DELIVERY AREAS

(PRIVATE INDUSTRY COUNCILS)

COUNTY INDEX: JOB TRAINING PARTNERSHIP ACT (JTPA)

Service Delivery Areas	Counties
1	Escambia
2	Okaloosa, Santa Rosa, Walton
3	Bay, Calhoun, Franklin, Gulf, Holmes, Jackson, Liberty, Washington
4	Gadsden, Jefferson, Leon, Wakulla
5	Alachua, Bradford, Columbia, Dixie, Gilchrist, Hamilton, Lafayette, Madison, Suwannee, Taylor, Union
6	Duval
7	Baker, Clay, Nassau, Putnam, St. Johns
8	Citrus, Hernando, Levy, Marion, Sumter
9	Flagler, Lake, Volusia
10	Seminole
11	Orange, Osceola
12	Brevard
13	Pasco
14	Hillsborough (except Tampa)
15	Pinellas
16	City of Tampa
17	Manatee, Sarasota
18	DeSoto, Hardee, Highlands, Okeechobee, Polk
19	Indian River, Martin, St. Lucie
20	Charlotte, Collier, Glades, Hendry
21	Lee
22	Palm Beach
23	Broward
24	Dade, Monroe



1. INFORMATION TECHNOLOGY EDUCATION CONSORTIUM OF NORTHEAST FLORIDA
   - Baker
   - Nassau
   - Duval
   - Clay
   - St. Johns

2. EAST CENTRAL FLORIDA CONSORTIUM FOR HIGHER EDUCATION AND INDUSTRY
   - Volusia
   - Seminole
   - Orange
   - Brevard
   - Osceola
   - Indian River
   - St. Lucie
   - Martin

3. THE TAMPA BAY CONSORTIUM FOR BUSINESS AND HIGHER EDUCATION
   - Pasco
   - Pinellas
   - Hillsborough
   - Polk
   - Manatee
   - Sarasota

4. THE SOUTHEAST FLORIDA EDUCATIONAL CONSORTIUM
   - Palm Beach
   - Broward
   - Dade

FLORIDA CONSORTIA REGIONS

LABOR QUESTIONNAIRE

Name_____

Address:_____

Telephone Number:_____

Labor Council:_____

Union Membership:_____

Private Industry Council #_____
Counties served:_____

1. Labor's role on the Private Industry Council:_____
_____
_____
_____
_____

2. Private Industry Council activities to link labor and vocational education:_____
_____
_____
_____
_____

3. Private Industry Council activities wth the vocational education Regional Coordinating Council related to labor: _____
_____
_____
_____
_____

4. Are you familiar with the Regional Coordinating Council in your area? Are you aware of linkages between labor and this council in your area? If so, please list them briefly:_____
_____
_____
_____
_____

5. Recommendations to improve labor linkages to vocational education: _____
_____
_____
_____
_____

SOUTH CAROLINA OCCUPATIONAL INFORMATION SYSTEM (SCOIS)

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Do you wish to see:
 1 - COIN                2 - JOBANK              3 - PVS
 4 - GRADUATE            5 - ECONEWS             6 - ED-APPL
 7 - FINANCIAL AID       8 - BUSINESS FILE       9 - EDNEWS
10 - BULLETIN            0 - LOGOUT

Enter the number of your choice:  5

Would you like to see introductory information for
 the economic information file?
Enter YES or NO: Y
```

The Economic Information file provides information supplied by the Labor Market Information division of the S.C. Employment Security Commission on the condition of the state's economy. The most recent data on the overall economy con be obtained as well as statistics on employment/unemployment levels, hours & earnings, employment service, and unemployment insurance. The majority of the data presented are for the current, previous, and year ago months.

Most of the information pertains to statewide economic activity. If you need more detailed data or have questions on the statistics reported, contact Ray Drafts of Labor Marker Information at 758-8983.

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Note:  The information shown for options A & B is for the
                month of  JULY


What kind of economic information would you like to see listed?
  A - General economic overview
  B - Labor force, employment, & unemployment
  C - Occupational outlook
  D - Historical labor market statistics
  E - Contacts for information on South Carolina
  F - Stop (return to menu)
Enter the letter of your choice: A
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ECONOMIC OVERVIEW

JULY 1986

SOUTH CAROLINA'S UNEMPLOYMENT RATE REMAINED UNCHANGED AT 6.7 PERCENT IN JULY, THE EMPLOYMENT SECURITY COMMISSION REPORTED.

THE COMMISSION'S EXECUTIVE DIRECTOR, ROBERT E. "JACK" DAVID, SAID, "THE RATE NORMALLY GOES UP IN J NE AND JULY WHEN STUDENTS ENTER THE LABOR FORCE FOR THE SUMMER. IT A PEARS THAT YOUNG PEOPLE, BY AND LARGE, WERE ABLE TO FIND WORK THIS SUMMER AND OUR EMPLOYERS ARE TO BE COMMENDED FOR HIRING YOUTH THROUGHOUT THE STATE."